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ABSTRACT

This packet provides information and a sample scenario of a drug abuse education leadership training workshop, and is intended for use by local school district personnel. The workshop is intended to train leadership teams of educators, parents, and young people so that they, in turn, can plan and implement drug abuse education programs, as well as train others in their local school districts. Pre-workshop planning, the workshp and follow-through are included, but goals, objectives, evaluations and training materials are not. (LFB)

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DARTE (DRUG ABUSE THROUGH EDUCATION) SCENARIO

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DARTE (Drug Abuse Reduction Through Education)

Leonard S. Demak, Project Director
Dolores Paskal, Staff Development Consultant
Kenneth Kaminsky, Staff Development Consultant

We particularly wish to acknowledge the contributions by Dr. Paskal in the writing of this Scenario.

DARTE
1610 Kales Building
Detroit, Michigan, 48226
313/962-1332

Supported by:
Michigan Office of Criminal Justice Programs
Michigan Department of Education
Office of Drug Abuse and Alcoholism

CG 012 733

DARTE

... conducts training WORKSHOPS for leadership teams of educators, parents and young people,

... develops MATERIALS: *DARTE Resource Guide*, *things to do to build communication and trust*, *decisions: values and drugs*, *in touch*

... organizes drug abuse education training CONFERENCES,

... arranges training CLINICS on communications and values clarification.

DARTE BELIEVES THAT IF YOUNG PEOPLE HAVE

... positive concepts of good physical and emotional health

... personal resources to turn to in time of stress or trouble

... rewarding relationships with others

... challenging and fulfilling experiences in schools

... had experience in making personal decisions based on examination of information, their own values, and the consequences of risk behavior,

they are less likely to misuse drugs.

DARTE

... emphasizes drug abuse PREVENTION

... helps young people learn how to make DECISIONS

... FOCUSES on things that adults and students can do together in school-community settings

... trains LEADERSHIP teams of equal numbers of students and adults

... works with leadership teams to plan drug abuse EDUCATION programs for their local school districts, to carry out their plans, and to train others in their school district.

ARE YOU WORKING TO

... provide accurate and unbiased information about the pharmacological, social, psychological, legal and medical aspects of drug abuse?

... building rewarding and continuing communications and trust behavior between adults and young people?

... help young people use values clarification processes to examine their own values?

... help young people learn decision-making skills?

... provide a sequence of experiences - a process - so that individuals work together in action teams to plan and implement drug abuse education programs?

YOU MAY OBTAIN DARTE SERVICES

Contact DARTE by phone (962-1332) or by letter. We will be pleased to discuss DARTE services and how DARTE may be useful to your schools.

DARTE

... trains teams of educators, young people and other persons from local school districts

... provides active follow-up help to DARTE teams after training

... distributes materials designed to supplement the DARTE model

... provides intensive training in communication skills and values clarification processes

... provides consultative help in planning and evaluating drug abuse education programs

Leonard S. Demak, Ed. D., Director
Kenneth Kaminsky, M.S.W., Staff Development Consultant

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT
1500 Kales Building
Detroit, Michigan, 48226
313/ 962-1332

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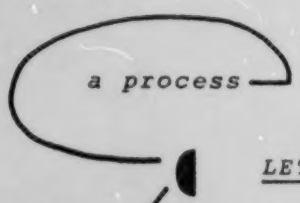
THE DARTE LEADERSHIP TEAMS TRAINING PROGRAM



AN OVERVIEW

LET'S HAVE A WORKSHOP! p. 3

- *WHO'S COMING?*
- *WHERE?*
- *WHEN?*
- *WHAT TO GET READY?*

PLANNING TOGETHER AHEAD OF TIME! p. 4

- What's a workshop like?
- Who should be on the team?
- What will the team be able to do?
- What resources will the team need from the school district?
- What do we need to have from team members?

RUNNING THE WORKSHOP p. 7

- Emphasis on *prevention*, an *experience* approach, *process-oriented*, and asking for a commitment to *action*. Key ingredients - how are the elements organized and sequenced?
- DAY ONE
- DAY TWO
- DAY THREE
- DAY FOUR
- DAY FIVE

HELPING PEOPLE HELP THEMSELVES - FOLLOWING-UP p. 78

- What do you want to do? with whom?
- Where to get what?
- Can we really do that? *YES - YES - YES*
- Addendum p. 79

INTRODUCTION

This Scenario is a description of the DARTE Leadership Teams Training Workshop for local school district personnel. The phases DARTE considers in planning are described: pre-workshop planning; the workshop; and, follow-through. Goals, objectives, evaluations, and training materials are not included. This is simply a statement, brief at that, of some of DARTE's training activities. The Scenario has always been regarded as tentative and it continues to be refined each time a workshop has been completed.

The overall purposes of the workshop reflects the objective of DARTE as a trainer of trainers mechanism. The training workshops are for leadership teams of educators, parents, and young people, to train those leadership teams so that they are able to plan and implement drug abuse education programs for their local school districts and to train others in their school district.

LET'S HAVE A WORKSHOP!

to train leadership teams of adults
and students from local school districts
in drug abuse prevention education!

WHO'S COMING

[ ] Decide on area (or target school districts) teams will be invited from. You may want to consider a mixture of socio-economic levels and/or racial groups. DARTE has always tried to get groups who come from different perspectives - to capitalize on divergence.

[ ] Aim for 3 to 5 teams. Each team should have an equal number of young people and adults. Probably 3 young people and 3 adults is the lower range for an effective team. A team of 12 people - 6 students and 6 adults - is pushing the upper range, if we are talking about an action-oriented team that will continue to function together after the workshop.

[ ] Call superintendents - describe workshop (see sample description)
- idea of teams
- invite each to send a contact person to a planning meeting to be held within a week or so.

[ ] Send follow-up letter.*

[ ] Make follow-up telephone calls to be sure who will be coming, who will not. You may want to include "back-up" districts if others are not able to participate at this time.

[ ]

*Asterisk indicates that sample materials are included at the end of this chapter.

PLANNING TOGETHER AHEAD OF TIME!

Pulling together a planning meeting with representatives of the superintendents in each district invited to participate in the workshop takes time -- but it's worth it. Many questions get answered - new ones emerge. Seeing and talking with people is different from telephone talkathons. This is a time to build expectations for school district support for the team when it returns to work in the school district.

MATERIALS to have ready for the planning representatives -

- A complete set of booklets, pamphlets, and materials which individuals coming to the workshop will receive

- Sets of materials for each workshop participant to fill out and bring with them the first day of the workshop

PLAN TO DISCUSS THE FOLLOWING POINTS -

[ ] SESSIONS IN THE WORKSHOP DEAL WITH

- accurate and unbiased INFORMATION about the pharmacological, social, legal, psychological, and medical aspects of drug abuse

- COMMUNICATIONS experiences to build continuing and rewarding relationships between adults and students

- VALUES CLARIFICATION training to help young people examine their own values and learn decision-making skills

- developing personal resources in school-community settings as ALTERNATIVES to drug abusing behaviors

- ACTION PLANNING - individuals working together in action teams to plan drug abuse education programs which they will return to their areas to carry out

[ ] TEAMS LEAVE THE TRAINING PROGRAM

- committed to carrying out a program they have planned, a program which fits local needs and conditions and resources
- ready to train other groups of educators and students using the DARTE process
- competent in using communications activities and values clarification strategies
- locating and using training and informational materials and resources appropriately

[ ] SELECTION OF STUDENTS - They should be

- verbal, articulate, informal leaders - both negative and positive - ranging from the 7th through 11th grades
- should represent a range of achievement groups - high, medium, and low and a range of status groups - from Student Council to low status - from academic to non-academically oriented
- representation of experimenters, users, or abusers has never been deliberately sought - but if the above groups are included, this group is usually represented automatically

[ ] SELECTION OF ADULTS

- adult educators might represent the following positions:

  central office administration person or building principal
  elementary teacher
  secondary teacher
  social worker or school nurse
  counselor
  another teacher (e.g., subject matter specialist/department head, and so on)
  some school districts have included community representatives and/or parents and/or a youth officer

- It is important to have a leader designated - a leader with access to administrative groups or seen as the representative of the central office. It is particularly helpful if this person also has time to coordinate the team's work.

- Our teams have found it useful to get student suggestions about adults to be included. It is very helpful to have adults included who are trusted by students and have credibility with them.

[ ] TRANSPORTATION AND FEEDING OF STUDENTS AND ADULTS (permission slips?)

[ ] PRESS RELEASE? (initially from this office; any subsequent release from local districts)

[ ] NEXT STEPS: identify students
identify adults
give each copies of the materials
we want them to fill out and
bring to the first day of workshop
LET US KNOW NAMES OF TEAM MEMBERS
AND LEADERS, as soon as possible

[ ] CALL ON US if you want us to come out and talk with administrative councils

[ ] WE ALSO PROVIDE FOLLOW-UP HELP to teams we have trained

[ ] Set time for each team to meet as a group with the trainer, in a <u>pre-workshop session</u>. This session should last about 45-60 minutes. Its purposes are:

establish expectations
describe training workshop
answer questions
review drug abuse education history
get ready for first training session
distribute some materials

THE DARTE LEADERSHIP TRAINING WORKSHOPS

[ ] *Emphasize drug abuse PREVENTION.* What kinds of things can adults and young people do together in the school-community setting to immunize students from drug abuse?

[ ] *Encourage and arrange for EQUAL ADULT AND STUDENT PARTICIPATION.* Neither adults nor students alone can deal with the drug abuse situation in our schools and community. Both need each other. There is much they can do together, if they are willing to work openly and equally with one another - to contribute totally to the joint effort with whatever strengths they have.

[ ] *Train LEADERSHIP TEAMS of adults and students that return to their districts to train others.* "Training of trainers" is a key idea, but the trainers are teams, rather than individuals. By design, the teams are representative of the district, representative of educators and students and, in many cases, of parents and community people.

[ ] *Use an EXPERIENCE-APPROACH.* Lectures and telling-about-things are kept to an absolute minimum. If the objective is to train people to practice empathetic listening and helping behaviors, then workshop participants work through an experience designed to help them understand and use these behaviors. If the objective is to help participants understand the nature of "alternatives" to drug abuse, an experience which can help them do this is a hatha yoga participation session.

[ ] *Stress a PROCESS-ORIENTATION.* Teams leave the DARTE Leadership Training Workshops competent and ready to run workshops of their own. But the important thing is that they understand that they cannot just tell others what happened to them and what the most effective approach might be. Rather they have to design a process that will help people experience this for themselves. At each level of the training process, people need to make decisions and evaluate experiences for themselves.

[ ] *Expect TEAM COMMITMENT TO ACTION.* DARTE workshops are designed to help teams plan what they want to do in terms of local needs and conditions and resources and plan how they are going to do it. When teams leave a workshop, they leave with a blueprint for action which they have prepared.

WHEN will the 5-DAY WORKSHOP BE?

[ ] After trying several ways of scheduling 30 hours of workshops - the DARTE favorites are:

Plan A
- 2 days (back-to-back) one week
- +2 days (back-to-back) second week
- +1 day the third week

Plan B
- 2 days (back-to-back) one week
- 3 days (back-to-back) second week

[ ] Problems with
- 1/2 day once a week over 10 weeks - too drawn out
- 1 day a week over 5 weeks - too drawn out
- 4 days of morning, afternoon, and evening sessions - too compressed

[ ]

[ ]

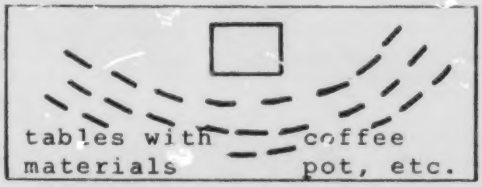
WHERE?

[ ] Usually, we have found *away-from-school* settings more convenient and congenial.

We've used
- church classrooms
- a YMCA
- an adult extension program with its own facilities, etc.
- a community health center

We've looked for

[ ] *one large room* with movable chairs and tables which we arrange like this:



Consider the possibility of tables as barriers. Use only for loading with materials or holding materials speakers are using. A semi-circle seating plan helps people see each other and remain close to speaker.

[ ] *chalkboard? (s)?*

[ ] two or three *additional small areas* (nooks, crannies, large closets, small classrooms, etc.) which can be used for TEAM MEETINGS

[ ] is a *coffee pot* available?

[ ] is a *pop machine* nearby? or refrigerator for students to store pop in?

[ ] is there *parking* nearby?

[ ] OK to *eat lunch* in meeting room if some want to "brown bag" it? Are there short order places nearby?

[ ] Are there *storage places* for materials and so on between sessions?

[ ] Use of *ditto machine?*

[ ]

[ ]

[ ]

WHAT TO GET READY

for planning meeting -

[ ] materials describing DARTE program and one set of materials which workshop participants will get.

[ ] 14 sets of informational materials for each contact person.* These are for workshop members to fill out and bring with them to the first session. They will include:

- a letter on letterhead giving information about when and where of WORKSHOP
- note of instruction on completing inventories
- Information Sheet
- Drug Knowledge Inventory and Answer Sheet
- Drug Opinion Inventory and Answer Sheet

The two inventories are pre-tests. We use the same inventories the last day of the workshop to measure changes in knowledge and opinions.

for workshop -

[ ] Individual materials - Each person who is in the workshop, student and adult alike, gets a set of

- materials
- pamphlets,
- mimeographed hand outs,
- DARTE Resource Guide, and other
- DARTE prepared materials, and
- a tote box or bag to carry them in

Begin assembling, counting out and packing materials and supplies to take. Mimeographed sheets which are to be distributed are usually put in manila envelops. On the outside, the title and session the material is to be distributed is written. Most materials are distributed the first day, but, other materials, particularly those that relate specifically to various sessions, are labeled with the session number and distributed accordingly.

[ ] Team Materials - Prepare sets of individual materials plus additional, more expensive booklets or other things in scarcer supply in big, heavy envelopes. You will need as many of these as you have teams. One person in each team takes charge of the team materials.

[ ] Begin lining up people for the two or three sessions in which you might want an outside speaker or presenter - when you know dates, times, and places. We usually have used:

  [ ] A pharmacologist. If one is not available, the movie, "Drugs: Facts Everyone Needs to Know" (available from the State Library in Lansing) is an excellent substitute.

  [ ] The law and drug abuse. We have handled this in different ways - have used judges, lawyers, police, probation officers, but have always tried to push the subject beyond penalties and legalization questions to consider the relation of the law to these kinds of social situations.

  [ ] Drug treatment modalities and facilities. Usually there is someone available who can give an informed and thoughtful 20 - 30 minute talk. Even though the orientation of the workshop is primarily prevention, one person's prevention may be another person's treatment. These areas overlap.

  [ ] An "alternatives" experience - This should be both a demonstration and participation session. We usually have a hatha yoga session, but have had a tai chi chuan session.

[ ] Just before the workshop - *prepare the Agendas* for each day. These are another way of conveying information to workshop participants and of reminding them of the process. More important, when they are running their own workshops, the Agendas from this one can be helpful in suggesting a sequencing of experiences.

[ ]

DARTE
Drug Abuse Reduction Through Education
1610 Kales Building
Detroit, Michigan, 48226
(313) 962-1332

drug abuse prevention -- leadership teams of students and adults -- a sequence of experiences -- 30 - 36 hours -- action planning -- a commitment to work and act ... describe

A TYPICAL DARTE LEADERSHIP TRAINING PROGRAM

SESSIONS OF THE WORKSHOP DEAL WITH

- accurate and unbiased INFORMATION about the pharmacological, social, legal, psychological, and medical aspects of drug abuse
- COMMUNICATIONS experiences to build rewarding relationships between adults and students
- VALUES CLARIFICATION training to help young people examine their own values and learn decision-making skills
- developing personal resources in school-community settings as ALTERNATIVES to drug abusing behaviors
- ACTION PLANNING - individuals working together in action teams to plan drug abuse education programs which they will return to their areas to carry out.

TEAMS LEAVE THE TRAINING PROGRAM

- committed to carrying out a program they have planned, a program which fits local needs and conditions and resources
- ready to train other groups of educators and students using the DARTE process
- competent in using communications activities and values clarification strategies
- locating and using training and informational resources

Wayne County Intermediate School District

DARTE
DRUG ABUSE REDUCTION THROUGH EDUCATION

1610 KALES BUILDING
DETROIT, MICHIGAN 48226
(313) 962-1332

LEONARD S. DEMAK, Ed. D.
PROJECT ADMINISTRATOR

DOLORES PASKAL, Ed. D.
TRAINER

24 March 1972

Superintendent
School District

Dear

DARTE invites your school district to send a leadership team to the next DARTE Leadership Training Workshop beginning the end of April. Teams from three other school districts in Wayne County will also be participating. We are enclosing a summary description of the DARTE program.

It is our expectation that the team we train will return to the school district to provide added leadership in developing drug abuse education efforts and to run inservice and other training programs for school and community people.

During the workshop, each team will develop an action plan to take back to their districts for further development and implementation. The emphasis is on developing preventive approaches toward drug abuse education, identifying actions that adults and young people can take in their school and community settings to help prevent drug abusing behaviors.

There will be no charge to the district for the training program. Whatever costs your district incurs for substitutes and/or payment of teachers to participate in these sessions should be available for our records. Because of our funding requirements, we ask only that we be furnished with documented "costs" to your district at the conclusion of the training program.

School district DARTE teams have been most effective when they have included 5-8 adult educators and 5-8 students working together to develop a drug education program for their district.

The adult educators might represent these positions:

central office administration person or building principal
elementary teacher
secondary teacher
social worker or school nurse
counselor
other teacher (e.g., subject matter specialist/ department head, etc.)

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

WILLIAM A. SHUNCK
Superintendent

WILLIAM C. MILLER
Deputy Superintendent

CLARE E. EBERSOLE
Assistant Superintendent
In Charge of Business Affairs

You may wish to add a parent, policeman or other member of your staff or community.

The leader of the team should be a person with administrative and/or curriculum responsibilities in the area of drug abuse education.

The young people on the team may be in or out of school. In-school youth should be of grades 7 through 11 and of both sexes. They should represent the range of achievement and status groups in the junior and senior high schools, and should be recognized by other students as leaders, whatever the direction their leadership takes at this time. They should be confident and verbal, people other students listen to and respect.

We are planning to run training sessions from 9 a.m. to 3:30 p.m. for five days.

If your district is interested in sending a team to the DARTE Leadership Training Workshop, please let us know as soon as you can. We plan to meet with school system representatives to discuss further matters of team composition and selection, as well as respond to any concerns you have on Tuesday, April 11, at 1:30 in the Conference Room of the Wayne County Intermediate School District offices at 1500 Kales Building, 76 W. Adams, Detroit.

Please let us know if your district is interested and who your representative will be. Our telephone number is 962-1332.

We are enclosing a copy of this letter which you may want to give your representative.

Sincerely,

Leonard S. Demak, Ed. D.

Dolores Paskal, Ed. D.

/kt

Encl.

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

1500 KALES BUILDING • 76 WEST ADAMS • DETROIT, MICHIGAN 48226 • 224-2950

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DARTE - WCISD
1610 Kales Building
Detroit, Michigan 48226
April 13, 1972

MEMO TO: Members of the drug abuse education leadership training teams from local school districts

REGARDING: CYCLE 7 - DARTE Leadership Training Workshops to train leadership teams of educators and students who will return to their school districts to train others in drug abuse education and to run drug abuse education programs.

WHEN?	***WHERE?***
Wednesday, April 26, 1972	St. Paul Lutheran Church 2567 Nichols, Trenton, Mich. 48143 Phone: 676-1565
Thursday, April 27, 1972	Faith United Methodist Church 2530 Charleton, Trenton, Mich. 48143 Phone: 676-5705
Thursday, May 4, 1972	Faith United Methodist Church
Friday, May 5, 1972	" " " "
Thursday, May 11, 1972	" " " "

DIRECTIONS: Take I-75 to West Road. Go east on West Road to Edsel, the first traffic light east of (past) Trenton High School. Turn north one block, then left again. Both churches are next to one another, facing Charleton. Park in church parking lots.

TIME: We will begin promptly each morning at 9:00 a.m., stop for lunch around 11:30 or 12:00, and end between 3:30 and 4:00 p.m.

LUNCH: There are eating facilities a short distance away, but for those of you who want to "brown bag it", there will be coffee.

Please read the enclosed material carefully, BRING WITH YOU on the FIRST DAY of the WORKSHOP,

the completed Information Sheet, and
the completed Inventories.

SEE YOU THE 27TH!

- 15 -

Leonard S. Demak, Director
Dolores Paskal, Staff Development Consultant

DARTE-WCISD (10/71)
1610 Kales Building (962-1332)
Detroit, Michigan 48226

Dear Workshop Participant:

Welcome to the DARTE (Drug Abuse Reduction Through Education) Leadership Training Sessions.

Attached to this letter are five items which we would like you to *FILL OUT* and *BRING WITH YOU* to the *first session* of the workshop:

... INFORMATION SHEET (on goldenrod paper) Note: At one point you are asked to include the last 4 numbers of your Social Security number. We need to have these numbers in order to match your responses to these initial inventories with those you will take later and at the same time keep your particular responses confidential and anonymous.

... DRUG KNOWLEDGE INVENTORY and DRUG KNOWLEDGE INVENTORY answer sheet (on green paper)

... DRUG EDUCATION OPINION INVENTORY AND DRUG EDUCATION OPINION INVENTORY answer sheet (on yellow paper)

We are asking you to take the two inventories listed above now and again later so that you can assess changes in information and attitude during the training sessions. These are NOT for the purpose of marking you. They are designed to measure change. *Please work on them by yourself, so that the responses are YOUR responses.*

... While you work on the inventories, *work on your own* so that your responses reflect your own opinions and information at this time. Don't bother reading up on drugs before you do the inventories. We want to know where you are right now. Move as rapidly as possible through the inventories.

... *Mark your responses to each inventory on its answer sheet.*

... *Please include the last 4 digits or numbers of your Social Security number as your identification number on each answer sheet.* (Your identification number will be confidential. Only DARTE staff have access to the Information Sheets and the Inventory Answer Sheets. We only ask for identification numbers so that when Answer Sheet information is processed through the computer, the computer can match before and after scores for each individual in order to get accurate measures of change.

... *Bring ALL FIVE ITEMS with you to the FIRST SESSION.*

We are also including a notice for the training sessions giving you all the necessary when and where information.

See you -----

Leonard S. Demak, Ed.D.
Dolores Paskal, Ed.D.

1610 Kales Building
Detroit, Michigan, 48226
(313) 962-1332

School System_____

INFORMATION SHEET

NAME: Miss / Mrs. / Mr. _____
(first) (last)

HOME ADDRESS: _____ HOME PHONE_____
(street)

_____ SOCIAL SECURITY #: ___-___-___-___
(city) (zip) (last 4 digits only)

NAME OF SCHOOL_____

ADDRESS_____, _____ SCHOOL PHONE:_____
(city)

Are you a

___student? What grade? ___th
___elementary teacher? Grade level of students: ___
___secondary teacher? Grade level of students: ___
Content area taught?_____
___social worker?
___counselor?
___school nurse?
___central office administration? Position_____
___principal?
___OTHER? Please write in:_____

Have you attended any of the following?

___Region 9-10 Drug Abuse Education Conference, Stout Junior High School, Dearborn, May 23-24, 1972
___DARTE Values Clarification Clinic

FOR STUDENTS:

List any student activities, clubs, or sport programs you may be active in:

_____

_____

_____

FOR FACULTY:

List any professional organizations and school committees (other than faculty meetings) which you particiapte in.

_____

_____

_____

What do you think are the most important things a drug abuse education program should emphasize in working with young people?

_____

_____

_____

DARTE-WCISD (rev. 7/71)
1610 Kales Building
Detroit, Michigan 48226

Directions: *Please do not write on this Inventory. MARK YOUR ANSWERS ON THE ANSWER SHEET.*

DRUG KNOWLEDGE INVENTORY

1. A drug which produced both physical and psychological dependency is one which causes:

   A. emotional and physical craving and a need to increase dosage.
   B. emotional and physical craving, but no need to increase dosage.
   C. emotional craving, but no physical craving or need to increase dosage.
   D. regular use, but no craving or need to increase dosage.

2. A drug which produces psychological dependency is one which causes:

   A. emotional and physical craving and a need to increase dosage.
   B. emotional and physical craving, but no need to increase dosage.
   C. emotional craving, but no physical craving or need to increase dosage.
   D. regular use, but no craving or need to increase dosage.

3. Of those listed below which is the least frequent cause of drug addiction among teenagers?

   A. Curiosity
   B. Peddlers or "pushers"
   C. Pressure from peers
   D. Thrill-seeking

4. Which terms refer to barbiturates?

   A. Amytal, Nembutal, Seconal
   B. Benzedrine, Dexedrine, Methedrine
   C. Librium, Miltown, Thorazine
   D. Codeine, Heroin, Morphine

5. Which one is the most likely description of a person who has taken more than a prescribed amount of a barbiturate?

   A. Giggling, daydreaming
   B. Even-tempered, withdrawn
   C. Drowsy, slurred speech
   D. Restless, perspiring

6. Opium is derived from:

   A. a cactus
   B. a hemp plant
   C. a mushroom
   D. a flower

7. Which of the following terms refers to a drug made from opium?

   A. Cocaine
   B. Methedrine
   C. Morphine
   D. Hashish

8. Which one is the most likely description of a person who has taken more than a prescribed amount of an opiate?

   A. Excited and hyperactive
   B. Hostile and aggressive
   C. Nervous and fearful
   D. Quiet and inactive

9. What happens when an opiate addict discontinues the use of opiates?

   A. Withdrawal causes no more physical distress than discontinuing the use of tobacco.
   B. Withdrawal causes much physical distress but little danger of death.
   C. Withdrawal causes much physical distress and considerable danger of death.
   D. Withdrawal causes much emotional distress but little physical distress.

(Please continue on the back of this page.)

10. Which is the best explanation for the close relationship between opiate use and crime?

A. An addiction to opiates is very expensive.
B. Opiates inspire criminal acts.
C. An opiate user is not fully aware of what he is doing.
D. Opiates decrease fears and inhibitions.

11. Which terms refer to tranquilizers?

A. Amytal, Nembutal, Seconal
B. Benzedrine, Dexedrine, Methedrine
C. Codeine, Heroin, Morphine
D. Librium, Miltown, Thorazine

12. Which of the following terms refer to amphetamines?

A. Amytal, Nembutal, Seconal
B. Benzedrine, Dexedrine, Methedrine
C. Librium, Miltown, Thorazine
D. Codeine, Heroin, Morphine

13. Which is the most likely description of a person who has taken more than a prescribed dose of an amphetamine?

A. Giggling, daydreaming, enlarged pupils
B. Inactive, quiet, small pupils
C. Poor balance, slurred speech, short temper
D. Restless, perspiring, enlarged pupils

14. Which terms refer to hallucinogens (psychedelic or mind-expanding drugs)?

A. Cocaine, novocaine
B. Dilaudid, paregoric
C. Luminal, Tuinal
D. Mescaline, Psylocybin

15. Authoritative literature about the possibility of physical damage from marihuana indicates that:

A. its use does damage to nerves and lungs.
B. its use does no physical damage.
C. it has not been proved to be physically harmful.
D. it is physically harmful only if often used.

16. Which are the most probable immediate effects of marihuana use?

A. Daydreaming, altered sense of time
B. Restlessness, quick temper
C. Inactivity, small pupils
D. Slurred speech, poor balance

17. Which statement best describes the relationship of marihuana use to mental illness?

A. Its use can cause mental illness.
B. Its use is not related to mental illness.
C. Its use may increase one's chances of becoming mentally ill.
D. Its use may disclose or aggravate mental illness.

18. Which one of the following is the best description of the kind of person who is likely to become a drug abuser?

A. No one kind of person
B. A person who is unable to achieve a satisfactory social adjustment
C. A person who is unable to foresee the end results of his behavior
D. A person of weak character and of little self-control

19. Black market or "street" drugs are unsafe because:

A. they often are of unknown strength and of questionable purity.
B. they usually are stronger than prescribed drugs.
C. they are more likely to cause addiction than prescribed drugs.
D. they often are spoiled drugs that have been discarded.

20. Misuse of which one of the following kinds of drugs most often causes death?

A. Amphetamines
B. Barbiturates
C. Hallucinogens
D. Opiates

Thank you.

Your Social Security #: ___-___-___
(last 4 digits)

DARTE-WCISD 11/70
1610 Kales Building
Detroit, Michigan 48226

ANSWER SHEET for
A DRUG KNOWLEDGE INVENTORY

Directions: Please mark your answers on this sheet rather than on the Inventory.

	A	B	C	D
1.	[ ]	[ ]	[ ]	[ ]
2.	[ ]	[ ]	[ ]	[ ]
3.	[ ]	[ ]	[ ]	[ ]
4.	[ ]	[ ]	[ ]	[ ]
5.	[ ]	[ ]	[ ]	[ ]
	A	B	C	D
6.	[ ]	[ ]	[ ]	[ ]
7.	[ ]	[ ]	[ ]	[ ]
8.	[ ]	[ ]	[ ]	[ ]
9.	[ ]	[ ]	[ ]	[ ]
10.	[ ]	[ ]	[ ]	[ ]
	A	B	C	D
11.	[ ]	[ ]	[ ]	[ ]
12.	[ ]	[ ]	[ ]	[ ]
13.	[ ]	[ ]	[ ]	[ ]
14.	[ ]	[ ]	[ ]	[ ]
15.	[ ]	[ ]	[ ]	[ ]
	A	B	C	D
16.	[ ]	[ ]	[ ]	[ ]
17.	[ ]	[ ]	[ ]	[ ]
18.	[ ]	[ ]	[ ]	[ ]
	A	B	C	D
19.	[ ]	[ ]	[ ]	[ ]
20.	[ ]	[ ]	[ ]	[ ]

Did you put in the last four digits of your Social Security number above?

Please return both the ANSWER SHEET *and the* INVENTORY.

Thank you

DRUG EDUCATION

Reprinted by DARTE-WCISD (rev.7A71)
1610 Kales Building
Detroit, Michigan,48226

OPINION INVENTORY

DIRECTONS: Give your opinion about each of the items below by marking on the separate answer sheet the number, 1-5, which most accurately expresses your opinion at this time.

1 - I strongly agree with this statement.
2 - I tend to agree with this statement.
3 - I really could not say.
4 - I tend to disagree with this statement.
5 - I strongly disagree with this statement.

OPINION STATEMENTS:

1. Young people who abuse drugs are inadequate or immature individuals who need a crutch to cope with reality.
2. The only successful education and prevention programs are those which involve ex-addicts or ex-users.
3. It has been shown that LSD stimulates or enhances creativity.
4. The nature and extent of drug abuse among high school and elementary school children has been exaggerated.
5. No drug prevention program in school or community will be successful unless young people are involved at every state of planning and execution.
6. A drug is any substance that affects the structure and function of the living organism.
7. For total amount of damage done to our society, alcohol is more dangerous than any other drug.
8. Today drug abuse is a problem of equal magnitude in upper, middle, and lower socioeconomic class children.
9. The principal reason for the ineffectiveness of most drug education efforts is that they make no distinctions among various patterns of use -- experimental, occasional, regular, compulsive.
10. An important motive for drug use is the obvious approval of drug use by legitimate adult sources.
11. Every pharmacologically active drug is dangerous at some dose in some individuals under some circumstances.
12. Education about drugs is meaningless unless society evolves strategies to deal with the physical, psychological, and social conditions that predispose to drug dependence.
13. It is now known that drug users have lower than average I. Q.'s.
14. An important reason for drug use is easy access to drugs.

(over)

15. Investigations into chromosomal changes, birth defects, and brain cell alterations following LSD use are not conclusive.

16. Young people can be effectively involved in persuading other young people not to use drugs, but only if they have been carefully selected and trained in the dangers of drug abuse.

17. When your child is found to be using drugs, an excellent source of help is your clergyman.

18. School programs in the area of drug education cannot be successful without continuous community involvement.

19. The greatest danger of marihuana use is arrest for a felony.

20. There can be no single successful method or prevention of treatment of drug abuse for all individuals.

PLEASE RETURN THIS OPINION INVENTORY WITH YOUR ANSWER SHEET.

Thank you

drug education

OPINION INVENTORY

DARTE-WCISD (10/71)
1610 Kales Building (962-1332)
Detroit, Michigan 48226

ANSWER SHEET

Your SOCIAL SECURITY NO.: __ - __ - __ - __
(last 4 digits only)

As you read the OPINION INVENTORY, decide how you feel about each statement according to the following series of responses. Then, check the appropriate space below:

RESPONSES:
1: I strongly agree with this statement
2: I tend to agree with this statement
3: I really could not say
4: I tend to disagree with this statement
5: I strongly disagree with this statement

	RESPONSE: 1	2	3	4	5		*RESPONSE:* 1	2	3	4	5
1.	( )	( )	( )	( )	( )	11.	( )	( )	( )	( )	( )
2.	( )	( )	( )	( )	( )	12.	( )	( )	( )	( )	( )
3.	( )	( )	( )	( )	( )	13.	( )	( )	( )	( )	( )
4.	( )	( )	( )	( )	( )	14.	( )	( )	( )	( )	( )
5.	( )	( )	( )	( )	( )	15.	( )	( )	( )	( )	( )
	1	*2*	*3*	*4*	*5*		*1*	*2*	*3*	*4*	*5*
6.	( )	( )	( )	( )	( )	16.	( )	( )	( )	( )	( )
7.	( )	( )	( )	( )	( )	17.	( )	( )	( )	( )	( )
8.	( )	( )	( )	( )	( )	18.	( )	( )	( )	( )	( )
9.	( )	( )	( )	( )	( )	19.	( )	( )	( )	( )	( )
10.	( )	( )	( )	( )	( )	20.	( )	( )	( )	( )	( )

Did you fill in the last 4 digits of your Social Security Number?

THANK YOU

CHECK-LIST OF THINGS TO BOX UP FOR WORKSHOP

SUPPLIES

[ ] Name Cards or Press-On Tags

[ ] Tote Boxes

[ ] Briefolios (to keep notes, agendas)

[ ] 4 x 6 Yellow & orange cards

[ ] Roll of Masking Tape

[ ] Stapler-Staples

[ ] Straight Pins

[ ] Toothpicks - 4 sets (100 each set)

[ ] Set of Felt Tip Pins (for name cards)

[ ] Crayons

[ ] Sharpened Pencils

[ ] Attendance Sheets for each day

[ ] Graduation Certificates Available?
Printed on?

MATERIALS

[ ] Michigan Drug Education Guide

[ ] DARTE Resource Guide

[ ] Things to do to Build Communication and Trust

[ ] Role Instruction for 3 roles - 20 sets (3 to a set

[ ] Answers to Most Frequently Asked Questions (pamphlet)

[ ] The Chemical Cop-Out (Blue Cross booklet)

[ ] Deciding About Drugs (Kiwanis)

[ ] decisions: values and drugs

[ ]*Action Plans + 50 of each page separately

[ ] Everything on list of "Free & Inexpensive Materials"

[ ] Other

*Quantities of supplies and materials should be whatever number is needed for workshop participants.

1610 Kales Building
Detroit, Michigan, 48226

WHERE TO GET ...

FREE AND INEXPENSIVE DRUG INFORMATION MATERIALS

DECIDING ABOUT DRUGS - a pamphlet addressed to students

Available from: Mr. Weddell, Secretary
KIWANIS CLUB
1567 Broadway, Room 421
Detroit, Mich. 48226 Phone: 962-7987
Cost: Free

DRUG ABUSE: THE CHEMICAL COP-OUT - pamphlet for students and adults

Available from: MICH. BLUE CROSS-BLUE SHIELD
Public Relations Department
Dept. 33
600 Lafayette East
Detroit, Mich. 48226 Phone: 225-8118
Cost: 50 free
Others 11¢ each

DRUG ABUSE: GAME WITHOUT WINNERS - booklet for organizers of drug abuse programs

Available from: U.S. Government Printing Office
Washington, D. C., 20402
Payment must accompany order
Cost: 50¢ each

DRUG ABUSE DATA GUIDE - a handy pocket slide guide to drug information

Available from: REVCO Drug Stores, Inc.
3030 Quigley Road
Cleveland, Ohio, 44113
Attn: Mr. Charles R. DeHaven, Director, Corporate Relations
Phone: 216/696-8363
Cost: Free

DRUG ABUSE: A PRIMER FOR PARENTS - a pamphlet aimed at parents (#051-02102)

Available from: Publications - Sales Section
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.
Washington, D. C., 20036
Cost: 35 for $1.00

DRUGS OF ABUSE: AN INTRODUCTION TO THEIR ACTIONS & POTENTIAL HAZARDS - a booklet with detailed information

Available from: The Student Association for the Study of Hallucinogens
638 Pleasant Street
Beloit, Wisconsin, 53511
Cost: 50¢ each

(over)

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9 DRUG FACT FLIERS (new and revised) - fliers with straight factual approach

Drug Abuse(10¢ each or $5.00 per 100)	*#1724-0153*
Cigarette Smoking (10¢ ea. or $5.50 per 100)	*#1724-0154*
Marihuana (10¢ each or $6.75 per 100)	*#HSM-71-9029*
Narcotics (10¢ each or $5.50 per 100)	*#HSM-71-9022*
LSD (10¢ each or $5.50 per 100)	*#HSM-71-9030*
Stimulants (10¢ each or $6.75 per 100)	*#HSM-71-9026*
Sedatives (10¢ each or $5.50 per 100)	*#HSM-71-9027*
Volatile Substances (10¢ each or $5.50 per 100)	*#HSM-71-9028*
Alcohol (15¢ or $11.25 per 100 copies)	*#1724-0155*

Available from: U.S. Government Printing Office
Washington, D. C., 20402

Payment must accompany order

EFFECTS OF COMMONLY ABUSED DRUGS AND EMERGENCY TREATMENT OF THEIR EFFECTS - a chart

Available from: Michigan Office of Drug Abuse
414 Hollister Building
Lansing, Michigan, 48913
Phone: 517/373-1728

Cost: Free

FACTS ABOUT DRUGS - pamphlet - factual approach

Available from: U.A.W.
Community Services and Retired Workers Dept.
8731 E. Jefferson Avenue
Detroit, Michigan, 48214
Phone: 313/926-5233

Cost: Free

FACTS ABOUT ... (produced by Addiction Research Foundation of Ontario)

FACTS ABOUT OPIATES	*FACTS ABOUT TRANQUILIZERS*
FACTS ABOUT LSD	*FACTS ABOUT BARBITURATES*
FACTS ABOUT CANNABIS	*FACTS ABOUT SOLVENTS*
FACTS ABOUT AMPHETAMINES	*FACTS ABOUT ALCOHOL*

Available from: Drug and Alcohol Council, Inc.
9 Lawrence Avenue
Rochester, New York, 14604
Phone: 716/454-2535

Cost: 1 copy free
10 copies or more
1 1/2¢ each

A HANDBOOK FOR COMMUNITY BASED DRUG ABUSE ACTION PROGRAMS - a guide for community groups and individuals "who want to do something."

Available from: Michigan Office of Drug Abuse
414 Hollister Building
Lansing, Mich. 48913
Phone: 517/373-1728

Cost: Free

THE NEXT STEP - INFORMING YOURSELF ON WHAT IT'S ALL ABOUT - a pamphlet

Available from: Michigan Office of Drug Abuse
414 Hollister Building
Lansing, Mich. 48913
Phone: 517/373-1728

Cost: Free

A FEDERAL SOURCE BOOK: ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS ABOUT DRUG ABUSE (revised, March, 1971) #4110-0011

Available from: U.S. Superintendent of Documents
Washington, D. C., 20402

Payment must accompany order

Cost: 25¢ each or $18.75 per 100

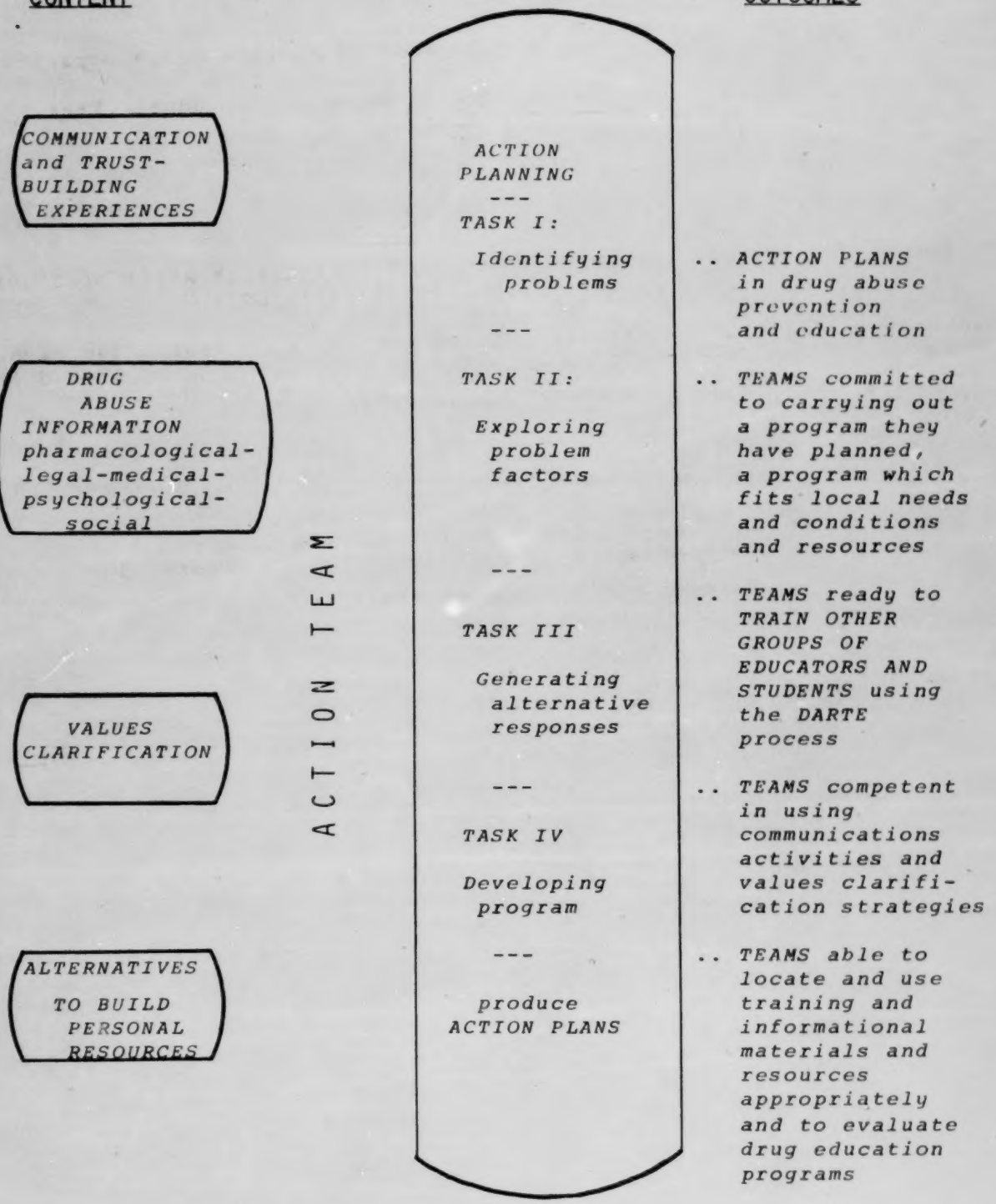
SELECTED DRUG ABUSE EDUCATION FILMS

Available from: U.S. Superintendent of Documents
Washington, D.C., 20402

Payment must accompany order

Cost: 10¢

DARTE LEADERSHIP TRAINING WORKSHOP


CONTENT
+
PROCESS
=
OUTCOMES
COMMUNICATION and TRUST-BUILDING EXPERIENCES
DRUG ABUSE INFORMATION pharmacological-legal-medical-psychological-social
VALUES CLARIFICATION
ALTERNATIVES TO BUILD PERSONAL RESOURCES
ACTION TEAM
ACTION PLANNING

TASK I:
Identifying problems

TASK II:
Exploring problem factors

TASK III
Generating alternative responses

TASK IV
Developing program
---
produce ACTION PLANS
.. ACTION PLANS in drug abuse prevention and education
.. TEAMS committed to carrying out a program they have planned, a program which fits local needs and conditions and resources
.. TEAMS ready to TRAIN OTHER GROUPS OF EDUCATORS AND STUDENTS using the DARTE process
.. TEAMS competent in using communications activities and values clarification strategies
.. TEAMS able to locate and use training and informational materials and resources appropriately and to evaluate drug education programs

PLANNING FOR WORKSHOPS

[ ] *FLOW AND SEQUENCING of workshop activities and experiences is not haphazard, but a deliberate and carefully constructed process that considers*

- mix of listening/spectator activity with active participation. In any one day, aim for at least 50 percent participatory experiences.

- amount of time things take. Attempt to mix long and short things in any 3 hour session.

- previous experiences of people. For example, in DARTE's first workshop we did not put pharmacological information on the first day - we did not want to emphasize it. We discovered, though, that most people came expecting to have that information, and that until we met that initial expectation, broadened the context and then moved on to other considerations, nothing could happen. We now deal with that expectation early - in the first or second day, and we use pharmacologists who have broad experiences with theoretical and practical drug abuse worlds to set the stage. (If such a person is not available, Dr. Sydney Feinglass in the 30 minute movie *DRUGS: FACTS EVERYONE NEEDS TO KNOW* does a very good job.)

[ ] *Establishing EXPECTATIONS and providing an open structure in which there is room for differences and choices is important.* From the beginning - the 1st morning - we begin to talk about what teams will be doing.

[ ] *Similarly, each activity or experience as it happens is related to THREE LEVELS OF EXPERIENCE AND ACTION.* For example, when the group participates in the TRIADS experience they are asked to think about it as an

EXPERIENCE that happens - in terms of TAKING ACTION

inside each person	as participants and as learners/as individuals
on own scene	as users/adapters with groups we are working with e.g. in classrooms, with other groups
moving out to involve others	as planners and trainers of new teams in individual schools or of different levels

[ ] *Prepare final AGENDAS.*

DURING THE WORKSHOP

[ ] *BUILDING A TEAM.* During the workshop each group of adults and students begin to think of themselves as an ACTION TEAM. Probably the hardest part is for them to think of themselves as a LEADERSHIP team - seeing themselves as a group that can plan together and that can put plans into operation. Most teams begin to come to grips with this idea and responsibility by the third day - some only confront it on the fifth day; but all do, sooner or later.

Building a team is a process which begins in the workshop. It continues when the team returns to its district. This period can be critical. Can the team continue to function? Our evidence suggests that teams may need help at this point, even if only the stated expectation that they need to keep themselves together. Ongoing, working teams after training are associated with active drug abuse education programs over longer periods of time.

[ ] *BUILDING AN ACTION PLAN.* The Action Planning portion of the workshop is a key factor distinguishing a DARTE WORK-shop from many workshops. People are expected to work together in equal status teams of adults and students to develop a plan and to commit themselves to carrying it out.

It has been our experience that if the instructions for each TASK IN ACTION PLANNING are clearly stated, and if expectations for PROCESS (e.g., brainstorming, participation of all, practicing listening and helping with empathy) are carefully established, teams seem to do better working by themselves - at least at this stage. Facilitators may get in the way of the team dealing with its own problems. Our experience seems to suggest that group process facilitation is probably most needed after the team returns to its district and "reality" matters intervene. If this kind of intensive FOLLOW-UP can be arranged, it would be helpful.

[ ] *PERSONAL EXAMINATION AND CHANGE.* Of course, one of the most important things that happens in a DARTE workshop is people taking new looks at themselves, their feelings, their ideas. Open, non-judgmental, non-threatening workshop environments can provide people with these opportunities. Communications experiences, values clarification and team planning all help individuals examine their own positions. However, the primary thrust of DARTE training programs is to develop leadership teams - personal examination and change is a happy, perhaps concommitant, happening.

... a checklist

"HOUSEKEEPING" THINGS TO BE DISCUSSED -- first thing, first day

( ) INTRODUCTIONS - Introduce the workshop staff

( ) AGENDA - We will have an Agenda available each day to help keep us focused on the program and process of the workshop -- to let everybody know what's going on. Save them, keep them together in a folder. They may be useful for you later as a reminder of the flow and sequencing of activities and program when you are planning your own inservice workshops.

( ) ATTENDANCE SHEET - Please sign the attendance each day.

( ) NAME TAGS - Please put one on each morning and wear it during the day. When we're meeting so many new people, it's useful to be reminded several times of names.

( ) INFORMATION SHEETS - We will be making up a roster with home addresses and phone numbers, as well as school addresses and phone numbers. You will all get copies. If anyone has any question about their home information being included on the roster, please let me know.

( ) TEST MATERIALS - Our funding agency requires us to try and find out if our training programs make a difference -- do people learn more? Do they change their ideas or their attitudes? If so, how? We, therefore, ask you to take a Drug Knowledge Inventory and to measure drug information you have before training and after training and a Drug Opinion Inventory to assess changes of attitude and opinion during training.

( ) IDENTIFICATION NUMBERS - On the information sheets we have asked you for the last four digits of your Social Security number. We have also asked you to include these four numbers on your answer sheets to the inventories we have distributed to you earlier. We need to have you use a code number on the answer sheets so that they are confidential, but we also need to have you use the same number on the inventories you take at the beginning of the workshop and those you take at the end of the workshop, so that the computer can match up your pre-and post-results, to get an overall group measure of change.

( ) DAILY SCHEDULE - We will try to begin promptly at 9:00 a.m. each morning, break for lunch at 12:00 and be back again promptly at 1:00 to start the afternoon session. If we can begin promptly - we can finish each day at 3:00.

( ) BREAKS - We won't be having any formal breaks in the morning and afternoon. There just isn't time to. But there will be coffee and tea here and pop outside. If you have to leave, do so when you can conveniently without disturbing the others.

( ) INDIVIDUAL MATERIALS AND TOTE BOXES - We passed out a lot of materials this morning and each day there will be others that will be relevant to what we do that day. Look them over; many will be useful as we move through the workshop. Others will be useful to you later. Bring your materials with you each day.

( ) MEETING ROOM - Since we're guests in these rooms, let's all try to take good care of them -- picking up and cleaning up after ourselves, so that we can leave the rooms in as good a condition as we found them. (May want to add something about the areas that are available to us and staying in them, if that is necessary.)

( ) SELECTION PROCESS - (This may not be a critical issue in all cases, but in most workshops we have run, we have found it useful to say something about how people are selected to participate in our workshops.)
In selecting adults and students, we asked school districts to think about these questions:

Will adults be representative of the positions in their districts? (administration, counseling and social work, teaching, and so on)

Will adults be people who have rapport and influence with other adults and with young people?

Will young people represent other students in
- race
- sex
- age (We have normally had students ranging from 7th through 11th graders. Seniors aren't around long enough to help carry through plans)
- achievement levels (high achievers, middle achievers, low achievers)
- status groups (social groups, academic groups, sports groups, high through low status groups)

Will the young people who are selected be INFORMAL LEADERS, will they be verbal and articulate, will other young people see them as leaders - either positive or negative?

Another vital question - Will there be an attempt to include student input as part of the selection procedure for adults? Will the adults who are selected be people that students see as credible, concerned people? Will they be people who are energetic, self motivated, willing to commit themselves to a project and carry it through?

DAY ONE

WHAT HAPPENS?	COMMENTS AND NOTES
[ ] *Time to collect information sheets and inventories and for participants to pick up materials, hang up coats, get coffee, put on name tag.*	- Takes the first 15 minutes or so. Note the sample agendas each day try to handle many of these house-keeping-organizational details.
[ ] *WELCOME and INTRODUCTION*	- Sometimes we do the welcoming. Sometimes it is a 3-5 minute talk by a sponsor or administrator or... The introduction is a 20-25 minute period in which we talk about - *what a DARTE Workshop is - *housekeeping details - set out some expectations for operation of workshop and outcome of workshop
[ ] *THE DRUG SCENE* *Perspectives from:*	- someone on city-state-county scene. Just 10-15 minutes to raise some broad issues
Perspectives from:	- the local scene. We have already asked each team leader to (in 3-5 minutes) - introduce team - describe district (e.g., number of schools, size of district, socio-economic level, etc.) - provide some information about development of drug abuse programming in the district.

* Asterisks indicate that checklists or more complete information is included.

[ ] ***THE PHARMACOLOGY OF DRUGS*** - Usually an hour and 15 minute presentation - as informed, factual, accurate, responsive - to - questions as we can make it. There is emphasis on alcohol and tobacco as well as other drugs of abuse, discussion of general effects of drugs and factors influencing behaviors of drugs in the body.

[ ] ***LUNCH*** - The first day, particularly, it is helpful to keep to a tight time schedule, so people get used to keeping to times stated. Usually, only an hour (or less) for lunch is needed.

[ ] ****RELAXATION EXERCISE*** - We don't include it on the agenda. Just try it out. Very useful on the first day, particularly. People tend to be more tense. Even if they seem self-conscious, persevere. Months later, people bring this up as important.

[ ] ****A COMMUNICATIONS EXPERIENCE*** - It takes about 15 minutes to give the instructions for the TRIADS and about 1 hour to 1-1/2 hours to work through it. Emphasize the idea of <u>practicing</u> listening and helping skills. We have found it helpful to pass out a piece of paper and have each write down a CHOICE or DECISION he or she has to make in connection with work or school (avoid personal problems) but emphasize meaningful decision - before any explanation. Then when time comes to start, they are ready. It is also useful to have the individual instructions available for each person. If worse comes to worse, leader can almost read the Trainer's Notes verbatim, and it would work.

[ ] *TRIADS TALK-DOWN* - It's useful to spend about 10 minutes giving them a chance to talk out what happened. Try to be accepting and open. Useful to raise some consideration of "cautions" in using any such activity. But really try listening. Say as little as possible. Somehow this is very helpful.

At this time, we pass out DARTE's *things to do to build communication and trust*. After they have worked through the experience, they get a written description of it. Team leaders get the Trainer Notes.

[ ] *ACTION PLANNING*

Introductions

TASK I:

PROCESS:

Introduce idea (see *Trainer's Notes). Pass out Action Planning sheets* to each person, and then describe TASK I and talk about the PROCESS they are to use. Emphasize brainstorming, involving all, and using listening and helping behaviors. You have already decided where each team can meet and as soon as they are ready move them into team meetings for TASK I.

You can pass around toothpicks. They're not really necessary, but all of us respond to concrete things, especially after the pace of this day.

They can move through this in about 30 minutes - if they stick to the brainstorming process, list without discussion the problems offered, and then each person votes his 10 votes any way he wants.

It is helpful if each person has been writing down each problem as it is offered so that everybody in a team has an identical list when the time comes to vote.

[ ] *THOUGHT-CARDS* - If any time is left, thrust a 4" x 6" card in each hand as they leave the workshop and ask each person to jot his thoughts - feelings - ideas - comments down or draw them. Or you can pick up on this the next morning.

CYCLE 6
1st session
Thursday, November 11, 1971

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU turn in your Information Sheet?
turn in the Drug Knowledge Inventory and answer sheet (green)?
turn in the Drug Opinion Inventory and answer sheet (yellow)?

pick up a name tag? and put it on?
pick up a Tote-Box to keep your materials in? (Bring your materials each day.)
pick up other materials for distribution -- Resource Guide and so on?
sign the Attendance Sheet?

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

WELCOME: Dr. Leonard S. Demak, DARTE Project Director
Dr. Dolores Paskal, DARTE Trainer

THE DRUG SCENE:

Perspectives from: Dr. E. J. McClendon, Michigan Department of Education

Perspectives from: the local scene

THE PHARMACOLOGY OF DRUGS: Dr. Robin Barraco, Dept. of Physiology and Pharmacology, Wayne State University Medical School

LUNCH: Try for 45 minutes - we have a tight schedule. Eat your own here, or scout around.

A COMMUNICATIONS EXPERIENCE -- practicing listening and helping and empathy skills

ACTION PLANNING -- A Structured Process Experience -- team meetings

Introductions
Team Materials
Team Recorder

TASK I:

PROCESS:

THOUGHT CARD FEEDBACK -- Take a thought card (orange or yellow, 4x6") before you leave today, take a minute to write down any feelings, comments, suggestions, ideas (or to draw them) which you want to share with us. Use ONLY ONE SIDE OF THE CARD. First thing tomorrow, post your "Thought Card" on the FEEDBACK BOARD so we can all read it. No names, please.

See you Friday morning - 9 am sharp ...

@@@@@@@@ @@@@@@@@ @@@@@@@@

COMING ATTRACTIONS:

Drug Treatment -- Needs & Approaches
Law and Public Policy
Action Planning

CARRYOVER ACTIVITIES

Do a "Thought Card"
Read your materials - become familiar with the DARTE Resource Guide -- especially first 4 sections.

CYCLE 7
1st session
Wednesday, April 26, 1972

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU turn in your Information Sheet?
turn in the Drug Knowledge Inventory and answer sheet (green)?
turn in the Drug Opinion Inventory and answer sheet (yellow)?

pick up a name tag? and put it on?
pick up a Tote-Box to keep your materials in? *(BRING MATERIALS EACH DAY!)*
pick up other materials for distribution -- Resource Guide and so on?
sign the Attendance Sheet?

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WELCOME: Dr. Leonard S. Demak, DARTE Director
Dr. Dolores Paskal, DARTE Staff Development Consultant
Mr. Kenneth Kaminsky DARTE Staff Development Consultant

THE DRUG SCENE:

Perspectives from: Dr. Leonard S. Demak

Perspectives from: the local scene

LAW AND PUBLIC POLICY ON DRUG ABUSE: The Honorable Horace W. Gilmore
Presiding Judge, Wayne County Circuit Court

LUNCH: *Try for 50 minutes - we have a tight schedule. Eat your own here or scout around.*

A COMMUNICATIONS EXPERIENCE - practicing listening and helping and empathy skills

ACTION PLANNING -- A Structured Process Experience -- team meetings

Introductions
Team Materials

TASK I:

PROCESS:

THOUGHT CARD FEEDBACK -- Take a thought card (a 4x6" file card) before you leave today, take a minute to write down any feelings, comments, suggestions, ideas (or to draw them) which you might want to share with us. Use ONLY ONE SIDE OF THE CARD. First thing tomorrow, post your "Thought Card" on the FEEDBACK BOARD so we can all read it. No names, please.

See you Thursday morning - 9 am sharp ....

@@

COMING ATTRACTIONS:

Pharmacology of Drugs
Drug Treatment -- Needs and Approaches
Action Planning

CARRYOVER ACTIVITIES

Do a "Thought Card"
Read your materials - become familiar with the DARTE RESOURCE GUIDE -- especially the first 4 sections.

TRAINER NOTES

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ACTIVITY: A RELAXATION EXERCISE

OBJECTIVES: to provide a transition from an active,busy period (recess, lunchtime, a movement activity) to another activity or a more quiet period.

STEPS IN THE DEVELOPMENT OF THE ACTIVITY:

WHEN EVERYONE IS SEATED -- Please put all pencils, books, and papers down, and let your hands rest loosely in your lap.

Put both feet on the floor and square yourself up in your chair, so that you are sitting comfortably, but have your spine straight and erect.

Very slowly, close your eyes and let them remain closed.

Very slowly, let your head move from right to left, gradually increasing the movement until your head almost touches each shoulder ....

Again, very slowly, begin to rotate your head in a clockwise motion -- down almost to your chest, to your right, to the back, to the left -- keeping your eyes closed....

Very slowly, carefully center your head so that it rests floating on your spine, erect but comfortable.

Still very slowly, exhale - let your breath out through your mouth. Close your mouth, slowly take in a deep breath *through your nose* feeling your abdomen move out -- filling your chest (to count of 4) -- and HOLD IT (to count of 4). Now, let the air gush out through your mouth. Close it and slowly take another deep breath through your nose -- HOLD IT -- let the air gush out. [REPEAT] Take a normal breath through your nose.

Keeping your eyes closed, remain very quiet, feeling your breath moving in and out quietly. Let your awareness go where it will -- let your mind float like a leaf on a pond. .... (a minute or so)

Now, open your eyes. [and move on to the next activity.]

WHAT GROUPS WOULD YOU USE THIS WITH?

[ ] elementary students

[ ] junior high students

[ ] senior high students

[ ] with students and adults in training sessions

[ ] with parents and/or community people and teachers and students

[ ]

MATERIALS/FACILITIES NEEDED

[ ]

[ ]

FURTHER NOTES (if used in training)

NOTES FOR USE WITH CLASSROOM GROUPS

If you are working with a small group, and particularly with children, right before you tell them to open their eyes, you might ask them to slowly raise their hands and reach out to take the hand of the person sitting next to them. Then, have them open their eyes.

TIME NEEDED: 3 min. 5 min.

TRAINER NOTES

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ACTIVITY: A COMMUNICATIONS EXPERIENCE, "TRIADS" ...

OBJECTIVES: to give people an opportunity to practice listening and helping skills from three different points of view, three different roles
to "break the ice", open up a group to each other as individuals
to help student and adult groups see each other as individuals rather than from student-status and adult-status positions

---

STEPS IN THE DEVELOPMENT OF THE ACTIVITY:

- Pass around small piece of paper to each person. Ask each to write down A PROBLEM* they have in relation to school or (if a student) a problem they have in relation to adults - other than their own parents or (if adult) a problem they have in relation to young people or children - other than their own children OR TO WRITE DOWN A CHOICE*or personal decision they have to make in relation to school. If possible, each person should write down at least two or three problems or choices. *Should be your own, should be real, meaningful to you - and something you are willing to share with people you trust.* [5 min. or so]

- SET-THE-STAGE REMARKS: Today, we're going to involve you in a communications experience. It will be somewhat structured. Each of you will have an opportunity to practice good listening skills and open, communicative, helping behaviors from the point of view of three different roles. The emphasis is on *PRACTICING LISTENING AND HELPING.** Before we talk more about the three roles and the rules of the game, let's spend a minute talking about what we mean by listening and helping.

WHAT IS GOOD LISTENING?

Listening - not only hearing the words of the speaker, but hearing the feelings behind the words. A helper empathizes with the speaker; he is trying to feel his feelings and trying to see the world through his eyes, wearing his shoes. To do this, we have to suspend our own value judgments. We listen to understand how he feels and what he thinks, rather than to agree or disagree. We try to accept his thinking and feeling, respect it and him - where he is right now. (cont)

WHAT GROUPS WOULD YOU USE THIS WITH?

[ ] elementary students
[ ] junior high students
[ ] senior high students
[ ] with students and adults in training sessions
[ ] with parents and/or community people and teachers and students
[ ]

MATERIALS/FACILITIES NEEDED

[ ] chalkboard
[ ] room with movable furniture, preferably only with chairs. (Tables can act as barriers)
[ ] possibly, mimeo instruction sheets for each person (see attached)
[ ]

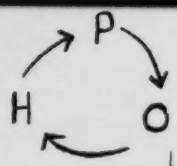
FURTHER NOTES (if used for training)

[ ] if an adult-student group, specify when they move into triads that they
.. move into group where they don't know anybody
.. each triad should have one adult and one student, third can be either
[ ] may want to specify that problem-owner in the first round is an adult

NOTES FOR USE WITH CLASSROOM GROUPS

TIME NEEDED: 45 min. 1 hour 1-1/2 hours 2 hours

STEPS TO TAKE ... (continued)



WHAT IS HELPING?

How do we help a person make a decision or choose a course of action? By listening with empathy, by helping him understand and clarify his problem, consider alternatives, and plan a course of action. REMEMBER! If a decision is to be viable and useful, it must be one an individual has chosen freely, one he is comfortable with, and one he can carry out. *We really can't make decisions for people. They have to make their own.* To help someone clarify his thinking and feeling to make HIS DECISION, we can help him move through the following phases:

UNDERSTANDING
CLARIFYING
EXPLORING ALTERNATIVES
EXPLORING CONSEQUENCES
EXPLORING FEELINGS about alternatives and consequences and about the choice he is leaning toward.

- RULES OF THE GAME:

Very soon, we're going to be moving into groups of three people - triads. When you are in your group, each person will start out playing a different role:

Problem Owner - has problem or choice to make
Helper - listens and helps Pr.Owner through process of making decision
Observer - sees that process takes place, gives feedback

We will play 3 fifteen minute rounds and will rotate roles so that each person has chance to practice each role. Rotation schedule is on the board:

*1st Round -	PROB.OWNER	HELPER	OBSERVER
2nd Round -	OBSERVER	PROB.OWN.	HELPER
3rd Round -	HELPER	OBSERVER	PROB.OWN.

When you move into triads, the first thing to do is to decide who is going to play each role for the first round. After that, you just rotate according to schedule.

(cont. next column)

WHAT HAPPENS DURING EACH ROUND?

The problem owner selects one of his problems or choices to tell the helper about.
The helper will concentrate on listening empathetically, and then rephrasing, repeating, bouncing back to the problem owner what he heard the problem owner saying as well as what feelings he genuinely sensed the problem owner had. Each time, the problem owner speaks, the helper must restate what he was hearing so that the problem owner is satisfied that the helper is hearing his position. Only after the helper has shown to the problem owner's satisfaction that he understands may the helper begin to ask clarifying questions that help the problem owner move through the problem-solving process and examine alternatives, consequences, and tentative decisions.
The observer is present to help make sure that the other two stick to the process of listening, restating, and clarifying. If they are drifting away from it, he may point out to them what they are doing and remind them that moralizing, making suggestions without being requested to, using killer phrases or defensive behaviors stop the communications process. (See THINGS TO DO ... for further explanations.)

At the end of each round, the observer will also have time to feed back comments to the other two on their progress in using good listening and helping skills.

- MOVE INTO TRIADS - Each group of 3 must include at least one adult and one student, and you should be with people you have never met before. FIRST, decide who plays which role in the first round. You will have 15 minutes for this round.

[After each 15 minutes give them two or 3 minutes for observer to feed back information. Then, remind them of the rotation schedule.]

FOLLOW-UP: Short general feedback session. Move them into teams - practice what they have learned.

*Indicates some things for chalkboard

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10/71

ROLE INSTRUCTIONS

FOR THREE ROLES

PROBLEM OWNER [ ]
HELPER [ ]
OBSERVER [ ]

you will play during these three rounds.

In whatever role you play, try to listen with empathy for both content and feelings, bounce back the ideas and feelings you are hearing, ask clarifying questions. Try to minimize using defensive behaviors or "killer phrases." Try to operate in the HERE-AND-NOW and accept what you hear as a genuine feelings - respect them.

The next three pages give you more information on the roles you will play. They are in the order you will play them.

Each round will last about 15 minutes.

Turn to first page for first round-

In this round, you are the

PROBLEM OWNER

Look over your list of problems or choices and decide on the one you want to talk about with - to share with your helper.

When you are talking about the problem, try to minimize defensive behaviors. Avoid using "they" or "he." Talk about "I" - own the problem! Accept your own feelings about the problem - that's where it is.

Does your helper understand what you are saying? If not, restate what you mean.

Move yourself through the PROBLEM-SOLVING PHASES:

UNDERSTANDING: discuss all facets of problem
CLARIFYING: clear up misunderstandings
LOOK AT POSSIBLE ALTERNATIVES
WHICH WOULD WORK BEST?
MOVE TOWARD AN ACTION PLAN - that you can feel comfortable with. It's your problem - look for the plan that would work for you.

In this round, you are the

OBSERVER

Your basic job is to see that the other two are using - at least trying to practice - good listening and helping skills. If not, stop them and help them get back on the track.

Is the *helper* listening empathetically to both content and feelings? Is he always restating what he hears to the problem owner? If he makes suggestions from his own experience, call a halt. Is he asking clarifying kinds of questions that help the problem owner examine his thinking and feeling? Is he helping the problem owner move through the problem-solving process?

Is the *problem owner* examining his own problem, or is he seeking help, looking for easy answers, using self-defeating phrases? Are the two moving through the problem-solving framework?

What is *the overall interaction* like? Feedback information to them.

In this round, you are the

HELPER

Your task is to help the problem owner look at his problem and come to his own decision. You can do this by listening with empathy--
bouncing back to him what you hear him saying and feeling, and by
asking him clarifying questions.

REMEMBER, every time he speaks, your first response when he is finished is to repeat or restate what you heard him saying and feeling. Then, you may want to ask him clarifying questions, for example:

"Give me some examples."
"What makes you feel that way?"
"How do you know that?" or "What evidence do you have to support that?"
"How do you think you would act if you were in that position?"
"What makes you feel that way?"

Avoid giving the problem owner your experience or how you handled a similar problem. That was your problem; this is his.

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TRAINER NOTES

STEPS TO TAKE IN DEVELOPING

DARTE ACTION PLANS

I. Identifying Problems

Tasks:
Process:

II. Exploring Problem Elements

III. Generating Alternative Responses

IV. Developing Program

V. Firming Up Action Plan

1. The problem -
2. Goals
3. Rationale - discussion of factors and elements
4. Alternative programs considered
5. Priority programs to be implemented
6. 30 Key people - representative administrators, faculty, students and community - for supportive involvement

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TRAINER NOTES:

DARTE ACTION PLANS

TASK I - IDENTIFYING PROBLEMS

--A problem - at this point - can be defined as those situations and factors that lead to drug abusing behaviors.

- Proviso - Problems should be those school people can do something about in the total school setting - with a primary focus on students - teachers - schools. i.e. Large scale heroin pushers - Peer group organize to discourage pushers from operating in and around schools.

PROCESS -

- Use open, communicative skills and attitudes practiced

- Involve all members of team

- Brainstorm (List - get down - avoid dialoging)

- Not looking for consensus now, listing (Pass out Priority Sheets)

- When 6 - 8 problems listed on board, Be sure each person has problems listed in same order

  Chairman - passes out 10 toothpicks to each person - Each person votes his 10 toothpicks in whatever way he wants

  Recorder polls each to record the number of votes for each problem.

  Problems are then arranged in priority order in terms of total number of toothpick votes each received.

Role of Chairman - move process along to get task done- involve <u>all</u>

Role of Recorder - Keep a written record of significant decisions.

50

TIME - 1 HOUR - 45 MINUTES - 30 MINUTES

TASK II - EXPLORING PROBLEM ELEMENTS

Take the two or three problems that received highest priority

Convert each in goal statement on the GOAL STATEMENT form

for example: lack of communication between adults and youth will become improved communication between adults and youth

brainstorm (get down - don't discuss) supporting factors or elements and inhibiting factors or elements. Factors may include behaviors of people in a situation as well as physical or environmental conditions.

PROCESS:

Open, communicative skills and attitudes

Involve all

Brainstorm - get ideas out and down on paper or board

Avoid discussing - pros and cons - accept ideas themselves as legitimate expressions of where people are at this point. Try to understand.

TASK III - GENERATING ALTERNATIVE RESPONSES

- Review your GOALS and the lists of supporting and inhibiting factors for each.

- Keeping these in mind, brainstorm a list of alternative responses or approaches your team might take to accomplish your goals.

  Remember! Alternatives implies just that - nothing should be excluded simply because it doesn't fit the pattern of "the way things are usually done."

- Consult the DARTE Resource Guide, particularly sections E and F, for suggestions.

- Make the list as complete as possible. Check against GOALS to be sure all are covered or dealt with.

- Use the "decide on priorities" process (toothpicks) as a preliminary way to identify the 4 to 6, or 6 to 8 programs that seem the most useful, promising, and feasible to the team members.

PROCESS -

- Emphasize the brainstorming approach - get ideas out

- Involve all members of the team

- Get ideas down

- Practice open, communicative skills

TASK IV - DEVELOPING PROGRAM

- Has the team decided on the 4 to 6, or 6 to 8, most promising programs which it wants to investigate more thoroughly?

- The task today is to explore what is involved in putting these into operation, insofar as you can determine by pooling your ideas and information.

- Identify resources needed, supportive factors, possible barriers or hurdles, and the organizational steps needed.

- Divide the team into pairs (one student/one adult). Have each pair select two or so of the priority alternatives to look into further together.

- Call the team back together. Share information on each of the alternatives that has been produced by the pairs.

- Team is then ready to assign final priorities to the program alternatives it plans to implement when it returns to the region.

- Team may begin thinking together about the roles of individual team members in implementing the programs.

PROCESS -

- Working as pairs or the total team, examine the degree of growth in working together.

- Are team members really listening to one another and trying to understand where people are, rather than merely deciding whether they agree or disagree with a given idea?

- Is everyone actively involved, in his own way?

- Do we now know each other well enough to begin identifying strengths and potential strengths in members of the team?

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DARTE

ACTION PLAN WORKSHEETS

Attached are some worksheets to help you and your team plan in an organized way what you will be doing when you return to your region as drug abuse education trainers.

We will be moving through the steps of a planning PROCESS together. The worksheets are useful at each step for focusing discussion and getting down individual and team ideas.

On the final day of the workshop, the ideas you have worked on can be pulled together to develop a short DARTE ACTION PLAN to share with the other teams and to present to a "simulated board of education."

Your final DARTE ACTION PLAN should include

- your team goals
- a brief statement of supporting rationale
- identification of the programs your team plans to develop and implement in your school system or your organization. Each should be briefly described..
- some target dates you hope to have programs operating by and some of the ways you will move to get programs into operation.

If you or your team need additional copies of any one page of the worksheets included here, they will be available.

TASK I: IDENTIFYING PROBLEMS

Name _____

Team _____

DECIDE ON PRIORITIES - SHEET

(During the discussion, jot down short descriptions of each problem identified. After 6-8 key problems are listed, review the list to be sure everyone has the same problem listed in the same order)

(When "decision time" comes, each person gets 10 toothpicks or "votes". Each decides how many votes he will give each of the problems by placing his toothpicks in the boxes opposite the problems. Individuals can distribute toothpicks in whatever way they want to among the problems. The two or three problems that receive the greatest total votes in the team are the priorities.)

LIST OF PROBLEMS

TOOTHPICK VOTING BOXES

1. _____ #1
2. _____ #2
3. _____ #3
4. _____ #4
5. _____ #5
6. _____ #6
7. _____ #7
8. _____ #8

Name _____

Team _____

TASK II: EXPLORING PROBLEM FACTORS AND ELEMENTS

(NOTE: Use one of these sheets for <u>each</u> of the top priority problems your team has identified. First, convert the statement of the problem into a statement of the goal, and include below. Then, together brainstorm a list of supporting factors or elements and inhibiting factors or elements for each of the goal statements)

GOAL # _____

_____

Supporting factors or elements[4]*:*	*Inhibiting factors or elements:*

[4]*May be behaviors of people, as well as conditions or factors in the physical and social environment.*

Name _____

Team _____

TASK III: GENERATING ALTERNATIVE RESPONSES

GOALS : 1. _____

_____

2. _____

_____

3. _____

_____

ALTERNATIVE PROGRAM RESPONSES (List alternative programs that might promise to deal with the goals your team has identified. Just brainstorm. You may want to think of alternatives for each goal, but usually any one program gets at 2 or 3 outcomes. Check the DARTE Resource Guide for ideas and experiences others have used.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13

14

15.

16.

17.

18.

19.

20.

ASSIGNING PRIORITIES: Which 6-8 or 4-6 of the above programs would the team - as a whole - put priority on? At this point you may want to grab additional copies of the DECISION ON PRIORITIES sheet and use that mechanism to let the team indicate their priorities.

Name _____

TASK IV: DEVELOPING PROGRAM -- Team _____

Exploring promising alternatives

PROGRAM DESCRIPTION: (Briefly describe the alternative you are going to be looking into in greater detail)

_____

_____

1. **RESOURCES NEEDED** (What resources would your team need in order to put this into operation?)

   a. Facilities? _____

   b. Time? _____

   c. Materials? _____

   d. Staff? _____

   e. Money? _____

2. What SUPPORTIVE FACTORS are operating? (organizationally, socially, in the school, in the community?)

3. What POSSIBLE BARRIERS OR HURDLES exist?

4. What NEEDS TO BE DONE, ORGANIZATIONALLY, TO PUT THE PROGRAM INTO OPERATION? (in the schools, in the Region, in the school system?)

   a.

   b.

   c.

   d.

   e.

DAY TWO

WHAT HAPPENS?	COMMENTS AND NOTES
[ ] *ANNOUNCEMENTS, COMMENTS, ODDS-AND-ENDS*	- There are always reminders, reviews of the Agenda for the day, other announcements that need to be taken care of the first few minutes of the day (see the sample AGENDAS), but *START ON TIME* -- at 9:00 or whatever time you've set. Again, this process of expectation building. When people start arriving, you might want to have them do a THOUGHT CARD on the first day or collect those they've done, and post them on an available bulletin board or wall.
[ ] *DRUG TREATMENT: NEEDS AND APPROACHES* *[An alternative activity for an hour or so: FORCED CHOICE]*	- In every DARTE Leadership Training Workshop we have been fortunate to have knowledgable persons in the Detroit area, e.g., the Drug Program Coordinator of the Detroit-Wayne County Community Mental Health Commission, come and talk with us about available treatment centers and resources, the idea of different treatment, modalities, and broader issues in the whole area of drug abuse and rehabilitation. This is usually only an hour session. We prefer to slot it into the morning of the second day (we have also included this session on the morning of the fourth day and at other times). When we do this we usually spend the first hour of the second day working with the FORCED CHOICE strategy described in the DARTE booklet *Decisions: Values and Drugs*.
[ ] *LAW AND PUBLIC POLICY ON DRUG ABUSE*	- We've tried various formats for this session, but always there has been an active question-discussion period. One useful format: 20 minute presentation by speaker(s), participants then group themselves into groups of 6 or so people and each group develops a list of

questions. After about 15 minutes, one person from each group joins a questioning panel. The panel members then take turns raising questions with the speaker or speakers. DARTE has used municipal and circuit court judges, county prosecutors, a state policeman, lawyers from the Defenders Office, a volunteer probation officer who was also a high school principal, alone and in combination. Sessions have been different, but all have dealth

-with existing laws

-with questions about the role of law and law enforcement in relation to individuals, and

-with the nature of drug abuse "crimes" and the concepts of "victimless" crimes.

[ ] *LUNCH* - Again, start afternoon session on time.

[ ] *ACTION PLANNING** - To begin this session, it is helpful to have each team <u>share</u> with the total group its list of <u>3 or 4</u> problems or problem areas. If you can, write them on a blackboard, leaving room to write goal statements to the right of each. Referring to the description of Task II in the ACTION PLANNING worksheets*, the next thing that has to be done is for each team to *convert problem statements into goal statements.* To illustrate this, work with the total group to convert some of the problems you have on the chalkboard into goal statements. Teams can easily get hung up on this relatively easy task, so be sure they understand that once they have converted problems into goal statements, they will have three problems to analyze in detail as their TASK II. Have additional copies of the TASK II sheets available to them.

finishing up TASK I:

TASK II:

PROCESS:

Once each team, as a total group, has stated its goal statements for each problem, it needs to organize to analyze its problem. The team

probably will not have enough time to look at the three problems as a total group. For this phase, ask them to break into three subgroups, one for each problem analysis. There should be students and adults represented on each of the subgroups.

Late in the afternoon, have each team get back together with all team members and briefly share the analyses they have made.

[ ] *WORKSHOP MEETING*

- Particularly if the other sessions of the workshop are next week, it is good to get the entire group together briefly before the end of the day. They may want to talk briefly about the ACTION PLANNING process. You may want to spotlight some of the happenings next week and point out some materials they can take a look at. They may want to get together as a team before the next workshop meeting to review where they are and begin considering some program ideas. Have them write Thought Cards or Thought-Feel cards before they leave. Note that each day's AGENDA ends with "Coming Attractions" and "Carryover Activities."

[ ] *BEFORE DAY THREE:*

- Normally, there is a break in time before the final three days of the workshop - because people do need time to think about and integrate what has happened in the workshop. Before we meet with them for the third session, we have two types of feedback ready to return to them
  - -a ROSTER of all participants by teams and by staff and students. After each name, we include home address and phone number, (unless the individual indicates they do not wish to have that listed) school or work place, a school/ work address and phone number, position and where relevant grade level.

-RESPONSES to *"What do you think are the most important things a drug abuse education program should emphasize in working with young people?"*
This is the last question on the Information Sheet which people have filled out and we have found it useful to feed this back to workshop participants as an indication of where people were when they came into the workshop of what expectations they had of us. The responses are just listed without any comment, but in such a way that each person's total comment is kept together.

The total flavor of expectations people have brought has changed over the past year or so, but varies from one area to another. This information has been helpful to us in developing the workshop model and in altering it to fit groups.

... a beginning list

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Revised 2/73

COMMERCIALLY-PREPARED MATERIALS IN DRUG EDUCATION

This is not a complete list. It is only a partial, a beginning list. Help us add to it. It is also a descriptive list, only. It is not meant as a recommendation of these materials in relation to others not listed. An asterisk (*) in front of materials indicates that the materials are available to preview or examine in the DARTE office or the Professional Resource Center. As you examine these materials, some of the criteria you may want to use in examining them include:

( ) Accuracy of the information - reliability and authority of sources used.
( ) Target students -- age and general maturity levels
-- reading levels (if relevant)
-- previous information and experience levels
( ) Degree of skill and understanding people have to have to use the materials
( ) Availability of needed audio-visual equipment and/or facilities
( ) Cost per/student, per/grade level, per/classroom
( ) Where the emphasis of the materials is -- on information only,
on attitude formation and change
on priorities and values people have,
on decision-making processes --
and how this emphasis fits the purpose of the drug education program as it is defined by local school districts, as well as the curriculum development process.
( ) Are any of the materials consumable and how does this increase attractiveness of materials or cost?
( ) Have materials undergone a developmental process -- have they been pretested, carefully evaluated, and revised? Were they used in similar school districts.
( ) Nature of possible adult and community reaction to them.
( ) Does format allow for revision of materials as updated information comes along?
( ) How do the materials supplement locally-developed materials?
( ) What OTHER CRITERIA should you employ?
( )

( )

( )

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*1. THE CHOICE IS YOURS: ADDICTION FACTS, AN AUDIO PRESENTATION

Available from: Educational Progress Corporation, 8538 E. 41st St., Tulsa, Okla. 74145

Cost: $69.50

Type: 10 tapes - 1 7/8 speed. Six tapes are on substances of abuse (including tobacco and alcohol), one tape is on venereal disease, one on parent-child relationships from the child's point of view, and one on parent-child relationships from the parents' point of view.

Purpose: to provide information as a basis for further discussion.

Use: Teenagers and older

*2. DRUG ABUSE EDUCATION AND INFORMATION SLIDE RESOURCE KIT. Developed by the American Pharmaceutical Association for the Bureau of Narcotics and Dangerous Drugs.

Available from: National Audiovisual Center (GSA), Washington, D.C. 20409

Cost: Complete kit, $55.00. Sections are available separately; see prices below.

Type: Slides with printed caption cards for speaker to read. Section A: History of Drug Abuse, $6; Section B: Drug Abusers' Propaganda, $5.50; Section C: Drugs of Abuse, $10; D: Drugs and Your Body, $5.50; E: U.S. Bureau of Narcotics and Dangerous Drugs, $10; F: Rehabilitation and Treatment Centers, $7; G: Drug Abuse Education Material, $6; H: Drug Abuse Education Programs and Councils, $5.50.

Purpose: To supplement speaker's presentations depending upon topic and audience.

Use: Would depend upon the context and the sections used.

*3. THE DRUG DEBATE (1970)

Available from: Academic Games Associates, 430 East 33rd St., Baltimore, Maryland 21218

Cost: $25.00 plus $1.00 for postage, if payment is not enclosed.

Type: Simulation game. Set contains 2 coordinator's manuals, 25 player's handbooks, 25 sets of reference materials on drug information, team and individual scoring sheets to determine the best team and individual debaters and questioners for each substance.

Purpose: To stimulate a rational discussion among a group of people concerning the legalization or prohibition of drugs and potentially harmful substances.

Use: High school students or older

*4. THE DRUG DECISION Prepared by the Lockheed Education Systems. (1970)

Available locally from: Mr. James Hough, 18469 Westland Ave, Southfield, Michigan 48075.

Cost: Distribution aimed at school districts or entire schools. Minimum order: 1,200 units/$4 each. (Cost includes a teacher training session, 12 teacher manuals, 1200 student manuals, 12 sets of films (loaned only) and 120 Drug Attack games.)

Type: Multimedia. 9 movies, programmed texts, cartoons, Drug Attack game, case studies and pre- and post-test..

Purpose: to "create student awareness of the real problems connected with drug abuse, and to learn about drugs, their effects, and make decisions based on knowledge gained.

Use: grades 7-9

*5. DRUG EDUCATION PROGRAM Prepared by the Creative Learning Group. (1970)

Available locally from: KVE Inc., Suite 108A, Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105. (313) 769-7507

Cost: $250.00 for materials described below

Type: Multimedia. One teacher's manual in a binder which includes 6 tape cassettes (containing 12 sides of taped remarks or discussions on different aspects of drug abuse), a plastic box of 25 slides, 12 Scientific American reprints, the Time-Life booklet, Drugs and the Young, and a teacher's set of 10 student booklets. Also included are 30 sets of 10 student booklets. Student booklets deal with substances of abuse and other drug education issues through materials for reading and discussion, programmed materials, and case interviews.

Purpose: To provide accurate, factual information and to stimulate open, frank discussions that lead to attitudinal examination and change.

Use: 9th-12th graders. NOTE: Creative Learning Groups will be coming out with a set of elementary materials this spring.

*6. DRUG PUZZLE Prepared by the Christian Social Concern Committee, United Methodist Church

Available from: CSCS Service Dept., 100 Maryland Ave. SE, Washington, D.C. 20002

Cost: $5.00 per unit

Type: Multimedia. One resource/study book "Putting the Pieces Together" a 4-part record, "Record on Drugs," a questionnaire, and a drug chart.

Purpose: To provide helpful background information for leaders of community and church drug education programs. Includes a discussion of principles and guidelines for drug education.

Use: Older teenagers and adults.

*7. DRUGS

Available from: Educational Resources, Inc., 451 South Jefferson St., Orange, New Jersey 07050

Cost: $196.50 with cassette player/ $172.00 without cassette player

Type: Multimedia. 1 tape cassette player (optional), 2 filmstrips, 16 cassettes (32 sides), 20 copies of Listener's Guide, a drug chart and annotated bibliography and glossary, and 2 copies of the administrator's manual. Tape cassettes are organized into categories of Background Information, Professional Points of View, Drug Scene Sociology, Approaches to the Drug Problem (school, parents, community) and Treatment.

Purpose: To provide background information and challenging discussions to stimulate further discussion of drug education issues.

Use: 9th-12th graders and older.

8. EYEGATE MATERIALS (in separate carrying cases)

Available from: Eyegate House, Inc., Jamaica, New York 11435

Type and Cost: (as follows)

#190	$73.50	"Alcohol, Narcotics and Tobacco" - 9 filmstrips and 5 tape cassettes (10 sides) with teacher manual
#051	$59.75	"Use and Misuse of Drugs" - set of transparencies to offer visual support to accompanying guide
#052	$54.75	"How Safe Are Our Drugs?" - set of transparencies to offer visual support for accompanying guide
Y-410	$45.00	"The Now Generation" - 2 filmstrips and 3 records, teacher's guide
Y-412	$60.00	"A Generation on Drugs" - 4 filmstrips/records, teacher's guide

Purpose: To provide background information and stimulate discussion

Use: For high school students and older

*9. HEALTH EDUCATION SERIES - DRUGS

Available from: D.C. Heath, Inc., 2700 North Richart Avenue, Indianapolis, Indiana 46214

Cost: $200.00 for set

Type: Multimedia. 10 filmstrips/records, teachers's guide and script. Question and answer format on filmstrips.

Purpose: To present drug information honestly and accurately

Use: For teenagers and older

*10. MARSH FILMSTRIPS/RECORDS

Available from: Marsh Film Enterprises, 7900 Rosewood Ave., Shawnee Mission, Kansas 66208

Type and Cost: as follows

K-3	$15.00	filmstrip/record "Drugs - Friend or Foe?"
4-7	$15.00	filmstrip/record "Drug Abuse - Who Needs It?"

*11. NARCOTICS AND DRUG ABUSE (Parts I and II - in two carrying cases)

Available from: International Education and Training, Inc., 1776 New Highway, Farmingdale, New York 11735 (516) 293-9500

Cost: $260.55 for one complete multimedia classroom set

Type: Multimedia. Materials include set of 62 transparencies and description booklet, 3 classroom texts (elementary, junior high, and senior high) and 6 cassette tapes (12 sides) - one (K-2), one (3-5), one (6-8) two for junior high, and one for high school. Additional copies of booklets can be ordered separately.

Purpose: To provide a basic or minimal framework for a K-12 drug education program

Use: K-12

*12. IF DRUGS ARE THE ANSWER...WHAT ARE THE QUESTIONS?

Available from: Time-Life Education, Time Incorporated

Cost: $94.00

Type: Filmstrips and records or cassettes.

Purpose: Primarily for teenagers and adults to provoke in-depth discussions of: families, friends, sexuality, work, society, growing.

Use: 7-12, selectively

*13. DEVELOPING UNDERSTANDING OF SELF AND OTHERS (DUSO Kit D-1)

Available from: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014

Cost: $85.00

Type: Puppets, stories, cassettes, props and posters in metal case

Purpose: To provide experiences which focus on self-awareness, interpersonal relationships, group process, focuses on affective domain.

Use: Kindergarten and elementary grades

*14. VALUES IN ACTION written by Fannie & George Shaftel

Available from: Holt, Rinehart and Winston, Inc., New York, N.Y.

Cost: $99.00

Type: 10 Filmstrips, 4 records and Teacher's Guide

Purpose: Values education,through role-playing. Focus on self, school, friends.

Use: Intermediate Grades

*15. NOW YOU GET TOGETHER

Available from: Alameda County School Department, 224 West Winton Ave., Hayward, California 94544

Cost: $2.00/copy

Type: Booklet form

Purpose: For inservice education and curriculum development.

Use: Curriculum Department

*16. DECIDING, A LEADER'S GUIDE; DECIDING, STUDENT HANDBOOK by Gelert, Varenhorst & Carey

Available from: College Entrance Examination Board, New York

Cost; $2.00

Type: Booklet form

Purpose: To provide decision-making experiences and opportunities to learn decision-making processes. Deciding provides rationale, focus on values and valuing through a variety of classroom practices and techniques.

Use: Especially grades 7-9

*17. GRASSHOPPER MAN STORIES, SERIES ONE

Available from: Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, New York 10802

Cost: $34.25

Type: Four color filmstrips with accompanying 33-1/3 RPM records

Purpose: These filmstrips will enlighten children in primary grades with many lessons in art, music, social studies, dramatics and citizenship.

Use: Elementary Grades

*18. NOW I'M READY

Available from: Pflaum/Standard "Dimensions of Personality", 38 West Fifth St., Dayton, Ohio 45402

Cost: $7.56

Type: This is a tool kit of strategies and techniques

Purpose: Achieving an atmosphere in which a person can clearly see that we get as much back from life as we put into it.

Use: Lower elementary

*19. THEMES: SHORT FILMS FOR DISCUSSION

Available from: Dimensions of Personality, 38 West Fifth St., Dayton, Ohio 45402

Cost: $12.45

Type: Synopsis of films

Purpose: Understanding films and their meanings

Use: For teachers

The following list of publications dealing with Program Curriculum Development, classroom activities and content are available from:

Educational Research Council of America
c/o Order Department
Rockefeller Building
Cleveland, Ohio 44113

*DRUG EDUCATION

Drugs, Alcohol, Tobacco & Human Behavior	$ 2.00
Teacher's Manual	1.00
Student's Handbook	1.00

*HUMAN-PERSONS AND THE USE OF PSYCHO-ACTIVE AGENTS

Teacher's Manual	2.25
Student Book	1.35
Casette Tape "A Better Way"	3.75
Drug Chart	.75

*A TEACHER PROGRAM FOR EDUCATION IN HUMAN BEHAVIOR

Handbook for Kindergarten Teachers	3.20
Handbook for First Grade Teachers	4.80
Handbook for Second Grade Teachers	6.00
Handbook for Third Grade Teachers	8.00
Handbook for Sixth Grade Teachers	6.00
The Why People Act as They Do Series of Booklets	3.85
Priviledged Communications	.65

EARNING TO DECIDE PROGRAM

Teachers' Course Book 1 and Readings in Human Behavior (Grade 4)	4.00
Pupils' Stories and Question Booklet (Grade 4)	1.10
Level 1 Filmstrip and Tape (Grade 4)	16.00
Teachers' Course Book 11 and Readings in Human Behavior (Grade 5)	4.00
Pupils' Stories, Question Booklet and Ways of Making Decisions Booklet (Grade 5)	1.10
Story Tape for Level 11 (Grade 5)	6.00
Level 11 Film Strip and Tape (Grade 5)	16.00
Teachers' Course Book 111 and Readings in Human Behavior (Grade 6)	4.50
Pupils' Stories, Question Booklet and Ways of Making Decisions Booklet (Grade 6)	1.10
Level 111 Filmstrip and Tape(Grade 6)	12.00
Values and Decision Making - Student Book (Grades 7 & 8)	.60
Values and Decision Making - Teacher's (Grades 7 & 8)	4.00
Reading in Human Behavior (Grades 7 & 8 - Level IV)	1.00
Values & Goals/How Do You Decide - Student Book (Grades 9 & 10)	1.60
Values & Goals/How Do You Decide - Teacher's Guide	4.00
Reading in Human Behavior (Grades 9 & 10 - Level V)	1.00
Values & Goals/How Do You Decide Student Book (Grades 11 & 12)	1.60
Values & Goals/How Do You Decide - Teacher's Guide	4.00
Readings in Human Behavior (Grades 11 & 12 - Level VI)	1.00

CYCLE 6
2nd session
Friday, November 12, 1971

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU put on your name tag?
sign the Attendance Sheet?
put your Thought Card on the FEEDBACK BOARD?

HAVE YOU had a chance to look through the TEAM FOLDER? Each team has a large folder of supplementary materials. Leave the TEAM FOLDERS here at the Workshop during our sessions so that team members can look through them and borrow materials to read and study.

looked through the Resource Guide -- read some of the materials?

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ANNOUNCEMENTS -- COMMENTS -- FOLLOW-UP

DRUG TREATMENT: NEEDS AND APPROACHES - *Dr. Edward Liebson, Drug Program Coordinator ACT 54 BOARD - Detroit-Wayne County Community Mental Health Commission*

LAW AND PUBLIC POLICY ON DRUG ABUSE - Panel, buzz groups, question panel

Detective William Allen, Community Relations and Juvenile Section, Michigan State Police
Mr. Gerald Gould, Principal, East High School, Garden City

LUNCH - Try to be back in 45 minutes - on to action planning

TEAM MEETINGS FOR ACTION PLANNING

finishing up TASK I:

TASK II:

PROCESS:

2:45 - Meet back here to share information and plan together for next week's Action Planning

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COMING ATTRACTIONS - Wednesday, the 17th

Values Clarification
Team Action Planning
Hatha Yoga - An Alternative to Drug Abuse *(Wear comfortable clothing - women wear pants suits. Bring thick blankets.*

CARRYOVER ACTIVITIES:

Write a Thought Card.
Read through Sections E & F of DARTE Resource Guide
Get together with team during week.

See you next Wednesday, the 17th, bright & early.

Cycle 7
2nd session
Thursday, April 27, 1972

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU put on your name tag?
sign the Attendance Sheet?
put your Thought Card on the FEEDBACK BOARD?

HAVE YOU had a chance to look through the TEAM FOLDER? Each team has a large folder of supplementary materials. Try to arrange it so that the person who takes the Team Folder is someone who is readily accessible to all team members -- so that team members can borrow materials to read and study.

looked through the Resource Guide & read some of the materials?

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ANNOUNCEMENTS __ *COMMENTS* __ *FOLLOW-UP*

THE PHARMACOLOGY OF DRUGS: Mr. Eugene Dembicki, Chief Pharmacist
Lafayette Clinic, Detroit, Michigan

DRUG TREAMENT: NEEDS AND APPROACHES: Dr. Edward Leibson, Drug Program Coordinator
Act '54 - Detroit-Wayne County Community
Mental Health Board

LUNCH - Try to be back in 45-50 minutes - on to action planning

TEAM MEETINGS FOR ACTION PLANNING

finishing up TASK I:

TASK II:

PROCESS:

2:45 - Meet back here to share information and preview next week .....

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COMING ATTRACTIONS - Thursday, May 4, 1972

Values Clarification
Action Planning - What are the
Alternatives?

****

CARRYOVER ACTIVITIES:

Read through Sections E & F of DARTE RESOURCE GUIDE. Read Allen Cohen's article on The Alternatives Model.
Will the team have a chance to get together during the week?

See you all back here next Thursday and Friday, May 4th and May 5th .....

DAY THREE

WHAT HAPPENS?	COMMENTS AND NOTES
[ ] *ANNOUNCEMENTS, ODDS-AND-ENDS*	
[ ] *VALUES CLARIFICATION - demonstration, discussion, doing*	- Below is a sample listing of the strategies we would probably use in a two-and-a-half hour session, and probably in this order.

Name Card Capers
Sharing Trios
Like List
Values Question
**Values Voting*
**Rank Ordering*
Either/Or
Values Continuum
**Proud Line*
When we have time -
Coat of Arms
Focusing
Focus Help
Idea of Support Groups

*Sometimes we use a representative panel from the group for these. Sometimes we start each strategy with the panel, then open it up to the entire group. We deal with "theory", the idea behind values clarification in the *Values Question*.

Perhaps at the beginning, certainly again at the end of the presentation, it is useful to refer back to the idea of looking at these experiences from the standpoint of
- -a learner and what they mean to each of us alone,
- -a user/adapter and how we might use and adapt them to working with groups of teachers, groups of students, or groups of parents.
- -a planner and trainer and how we might use them to train people.

As you work a group through these strategies, constantly connect the strategies
- -to daily work in a classroom,

-to the idea that teachers can start with one or two techniques they feel comfortable with and expand as they want, and
-to the idea that the basic assumptions of a nonjudgmental, open approach and the "right to pass" must be respected.

After this session, we distribute a copy of DARTE's *VALUES: Drugs and Decisions* to each person in the workshop.

[ ] *LUNCH*

[ ] *ACTION PLANNING - Task III*

Where are we now? TASK III: Brainstorm list of alternative programs that respond to the three problem areas you have identified and probed

PROCESS: brainstorming listening and helping behaviors involvement of <u>all</u> team members

Are you as a team practicing these behaviors?

- Teams are to come up with a wide-ranging list of alternative programs which they might work to set up in their district. Using the brainstorming process here is critical. No suggestion should be discussed or derided. Just see that it gets listed. (Try to make blackboards available to each team.) A perfectly zany suggestion can play a part in stimulating another person to come up with an idea that would really work. Teams may want to take time to look through the Resource Guide. They may want to spend a moment talking about Allen Cohen's "Alternative Model" before beginning the brainstorming process. Each team should aim for a list of 25 to 30 program suggestions. Be sure each person has suggested something.

The next task is to select 6 to 8 key programs out of the total list (by combination, by elimination, perhaps by sorting programs into categories or various levels of immediacy, and finally by direct vote). Remind teams to remember the "toothpick" process when it comes to voting. It is very useful to have a way for people to vote both their interests and the intensity of their interests.

Before the final selection, it may be helpful to review some criteria:

- -Is there at least one program the team could implement successfully very soon?
- -Is there a training program - which would include both adults and students?
- -Do the programs provide new options and opportunities for students in schools?
- -Do programs fit the goals the team identified?

[ ] *WORKSHOP MEETING*

An alternative: HATHA YOGA - An alternative to Drug Abuse- demonstration and doing

- If it fits, finish up the day together. Set the stage for tomorrow. If hatha yoga is coming, remind people to wear appropriate clothes and bring blankets.

See DAY FOUR for more information.

CYCLE 6
3rd session
Wednesday, November 17, 1971

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU sign the Attendance Sheet?
put on your name tag?
write a Thought Card for the FEEDBACK board?
pick up a copy of the materials for distribution?

HAVE YOU borrowed materials from the Team Folder to read and study?
read through most of the Resource Guide?

COPIES OF THE FIRST VIBRATION RECORD are available for $3.00

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ANNOUNCEMENTS -- COMMENTS -- WHERE WE'RE GOING

VALUES CLARIFICATION - demonstration, discussion, doing

Lunch - Let's begin again promptly at 1:00

TEAM MEETINGS FOR ACTION PLANNING

TASK III: Brainstorm list of alternative programs that respond to the three problem areas you have identified.

PROCESS: brainstorming
listening and helping behaviors
involvement of all team members

2:00 - HATHA YOGA: An Alternative to Drug Abuse for Some - demonstration and participation session

Soorya - Integral Yoga Institute

COMING ATTRACTIONS:

Team Action Planning
Games and Role-Playing Strategies

CARRYOVER ACTIVITIES:

Write a Thought Card to post
What do we/you/they need to do?
Where are we/you/they?
How do we/you/they feel about it?
Do team assignments to preparte TEAM ACTION PLAN

Cycle 7
3rd session
Thursday, May 4, 1972

DARTE-WCISD 5/72
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU put on your name tag?
pick up materials for distribution?
put your Thought Card on the Feedback Board?
pick up a copy of the materials for distribution?

HAVE YOU borrowed materials from the Team Folder to read and study?
read through most of the RESOURCE GUIDE? and other materials?

Copies of the "FIRST VIBRATION RECORD" are available for $3.00.

CURRICULUM MATERIALS: You may want to browse through some of the curriculum materials we have brought out for these two days for you to look through. Many more are available in our office. *Please do not take the materials from this room!*

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ANNOUNCEMENTS -- COMMENTS -- WHERE WE'RE GOING

VALUES CLARIFICATION - demonstration - discussion - doing

Values Question	*Values Voting*	*Values Continuum*
Sharing Trios	*Rank Ordering*	*Focusing*
Like List	*Proud Line*	*Focus Help*
Coat of Arms	*Either/Or*	*Support Groups*

LUNCH - Let's begin again promptly at 12:30...

TEAM MEETINGS FOR ACTION PLANNING

Where are we now?

TASK III: *Brainstorm list of alternative programs that respond to the three problem areas you have identified and probed*

PROCESS: *brainstorming*
listening and helping behaviors
involvement of all team members

Are you -- as a team -- practicing these?

2:45 pm -- Meet back in here, together, to talk with each other about what we've done ....

COMING ATTRACTIONS:

Hatha Yoga and Tai Chi Chuan - An Alternative to Drug Abuse (Wear comfortable clothing - women wear pants suits, etc. BRING THICK BLANKETS
Action Planning
A Movie - Drugs: Facts Everyone Needs To Know

CARRYOVER ACTIVITIES:

/Write a Thought Card to post --
What do we/you/they need to do?
Where are we/you/they?
How do we/you/they feel about it?
Do team assignments to prepare TEAM ACTION PLAN

See you tomorrow morning - 9 am.

DAY FOUR

Several major activities need to be scheduled on DAY FOUR and before 11:30 on DAY FIVE.

If DAYS THREE, FOUR, AND FIVE are back-to-back in one week, teams will need more workshop time to work through the ACTION PLANNING process -- note the scheduling for Cycle 6 outlined in the Agendas.

If, on the other hand, there is a week between DAY FOUR and DAY FIVE, teams can work through a lot of the ACTION PLANNING process on their home grounds. They can meet during the week. Workshop time, then, can include additional activities or more time for certain ones. Note the scheduling for Cycle 7.

Another point to consider. Each workshop develops its own rhythm. Some workshops just move through things faster than others do. Be prepared to respond to these rhythms.

You may want to study the flow and sequencing of experiences illustrated in the sample Agendas. The major activities and experiences that need to be considered are (and not necessarily in this order):

- ACTION PLANNING - A considerable block of time to finish up TASK III and work on TASK IV.

  - Time to prepare the written ACTION PLAN -- particularly if the last three days of the workshop are back-to-back.

  - Time to plan and rehearse the oral presentation of the Plan to the Mock Board of Education on the afternoon of DAY FIVE.

- Session on GAMES AND ROLE-PLAYING STRATEGIES. Two of the role-playing activities are described in the last few pages of DARTE's *things to do to build communication and trust.*

- HATHA YOGA session. Most of our workshop participants have enjoyed this session, if only because for many it was a new experience. Scheduling this session makes the discussion of "alternative experiences" more vivid and meaningful. This is a participation session. Everybody is down on the floor participating. Why hatha yoga? For many young people hatha yoga has been an alternative to drug-using and -abusing experiences. It also offers an example of a physical activity that a person could learn young and be able to do on his own the rest of his life.

WHAT HAPPENS?	COMMENTS AND NOTES
[ ] *HATHA YOGA: An Alternative to Drug Abuse -- a demonstration and doing session*	- DARTE has been interested in using resource people for this session who spend most of the session actually taking the group through a hatha yoga experience. Most people can do most of the beginning postures -- in some satisfactory fashion. Our sessions usually have ended with relaxation exercises and deep breathing.
[ ] *TEAM ACTION PLANNING* *TASK III:* *TASK IV:*	- Once each team has completed its TASK III and identified the 6 to 8 programs that it will attempt to implement and work on back in its school district, it is important for them to spend some time as a group thinking through the steps necessary to implement a program. They may want to arrange the programs they have decided upon in some area of priority, at this stage or later. *It is a reasonable expectation, though, that one of the programs will be a training program - hopefully one that includes both students and adults.* Most teams have found TASK IV most easily accomplished by dividing each team into subgroups. Each subgroup works on two or so of the programs -- looking at the things that need to get done if the program is to become operational. TASK IV is a task that the team can do on its own, away from the workshop, but it needs to be done. It is not a step that can be skipped.
[ ] *LUNCH*	
[ ] *Back to ACTION PLANNING* *to finish TASK IV* *to begin writing the team's ACTION PLAN*	

[ ] *FINISHING UP DARTE ACTION PLANS* - Between now and DAY FIVE, prepare your ACTION PLAN in written form to distribute to other workshop participants next week (at least 50 copies of each plan - ditto or mimeographed, whatever is most convenient).

Your completed plan should be brief and should include:

- -your team goals
- -a brief statement of supporting rationale
- -identification of the programs your team plans to develop and implement in your school system or your organization. Each briefly described.
- -some target dates you hope to have programs operating by and some of the ways you will move to get programs into operation.

CYCLE 6
4th session
Thursday, November 18, 1971

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU post a Thought Card on the FEEDBACK BOARD?
sign the Attendance Sheet?
put your name tag on?
pick up materials available on the table?

HAVE YOU borrowed materials from the Team Folder to read and study?

Copies of the FIRST VIBRATION RECORD are available for $3.00.

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ANNOUNCEMENTS -- COMMENTS -- WHERE WE'RE GOING

TEAM ACTION PLANNING

TASK III: ?

TASK IV:

PROCESS:

Lunch - Let's be back by 1:00 !!

GAMES AND ROLE-PLAYING STRATEGIES - Dr. Leonard S. Demak

3:00 - *BRIEF TEAM MEETINGS to assess where you are, make final plans, pass out any team assignments necessary*

COMING ATTRACTIONS

Team Action Planning
Reports to the "Mock Board of Education"
Concluding activities

CARRYOVER ACTIVITIES

Do team assignments
Write your last Thought Card

Cycle 7
4th session
Friday, May 5, 1972

DARTE-WCISD
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU post a Thought Card on the FEEDBACK BOARD?
sign the Attendance Sheet?
put your name tag on?
pick up the materials available for distribution?

HAVE YOU looked over curriculum materials?
borrowed materials from the Team Folder to read and study?

Copies of the FIRST VIBRATION RECORD are available for $3.00.

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ANNOUNCEMENTS -- COMMENTS -- WHERE WE'RE GOING

HATHA YOGA and TAI CHI CHUAN — a demonstration and doing session

Does this session have anything to say about options and choices students might respond to?

A MOVIE: "Drugs: Facts Everyone Needs to Know"

LUNCH -- Let's be back by 12:30 ???

TEAM ACTION PLANNING

TASK III: ?

TASK IV:

PROCESS:

FINISHING UP DARTE ACTION PLANS: Between now and next Thursday, May 11, prepare your ACTION PLAN in written form to distribute to other workshop participants next week (at least 45 copies of each plan - ditto or mimeographed, whatever is most convenient).

Your completed plan should be brief and should include:

- *your team goals*
- *a brief statement of supporting rationale*
- *identification of the programs your team plans to develop and implement in your school system or your organization. Each briefly described.*
- *some target dates you hope to have programs operating by and some of of the ways you will move to get programs into operation.*

See you Thursday, May 11 -- 9:00 am sharp

COMING ATTRACTIONS

Games and Role-Playing Strategies
Planning your Oral Presentations
Mock Board of Education

CARRYOVER ACTIVITIES

Get your Action Plan together!

DAY FIVE

	WHAT HAPPENS?	COMMENTS AND NOTES
[ ]	*PLANS FOR THE DAY* *What we will be doing*	- Particularly for this last day, it is important to review activities and perhaps put a little more stress on times -11:30 to get back together to complete the post-inventories -1:00 p.m. - the Mock Board of Education
[ ]	*PLAN ORAL PRESENTATION TO THE MOCK BOARD OF EDUCATION*	- Emphasize that in planning the presentation, the team should prepare to involve as many team members as possible, if not all, in the actual presentation. They should avoid reading the written presentation, but should use it as a structure to refer to in the oral presentation. Each team will have 15 minutes to make its presentation. Board members will have time after each presentation to comment or ask questions on the plan. They will be playing realistic roles. *Teams may also need some time to get written plans polished up, written on ditto masters, and run off. They should be run off in sufficient quantity so that everybody in the workshop plus "Board of Education" people get one. (If the last three days are run back-to-back, you may need to have a ditto machine available for teams to use.)* Emphasize that Action Plans should be in outline form with minimum explanation. They should be a skeletal outline only. Most plans will not be more than two pages.

[ ] *GAMES AND ROLE-PLAYING STRATEGIES* - See DARTE's *things to do to build communication and trust*, for WHAT KIND OF PROGRAM? This activity really needs an hour and a half to do, but if worse comes to worse, it can be done in an hour. It is a very useful culminating kind of experience in the Workshop, though. It gives people a chance to use some of the things they've learned and talked about. More important, it illustrates a teaching-learning technique, role-playing, which some may not have previously done.

[ ] *FOLLOW-UP DRUG KNOWLEDGE AND DRUG OPINION INVENTORIES - 11:30 - 12:00* - It depends upon the training program and its sponsors, but in DARTE's situation it was very important to try to collect data on changes in knowledge of drug information and in attitudes and opinions.

[ ] *LUNCH*

[ ] *TEAM PRESENTATIONS OF DARTE ACTION PLANS - 1:00 p.m.* - During the lunch hour, we rearrange the front of the room so that there is a long board table with name cards for each of the Board members (we have previously invited). At an angle so that they are visible to Board members and to audience are chairs for the team making its presentation.

Board of Education

Superintendent

Board members are usually attempting to play real roles, raising questions which real Boards of Education would raise.

Rotating Student Representatives:

During the morning we have asked a student to join the Board at a time when a team other that his own is making a presentation -- because this is a Board of Education with a student representative. Thus, if there were four team presentations, there would be four different students sitting on the Board. We remind them by changing the name card as time to rotate occurs.

PRESENTATIONS: We usually take the presentations in alphabetical order. Before and during the presentations there may be byplay between Board members in the same way that there might be on real Boards.

[ ] *WORKSHOP REACTION SHEETS** DARTE has always found it useful to ask workshop participants to take a minute to fill our reaction sheets.

[ ] *CONCLUDING COMMENTS and* - Usually the Workshop staff has some last minute comments -- ideas -- suggestions -- goodbyes. Remind workshop participants that you're available to help with follow-up activities.

*The Rites de Passage** *translated "passing out the Graduation Certificates."*

SEE YOU ALL -- and HAPPY WORKSHOPPING

CYCLE 6
5th session
Friday, November 19, 1971

DARTE-WCISD (962-1332)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU sign the Attendance Sheet (for the last time)?
put on your name tag?
put up your Thought Card on the FEEDBACK BOARD?

HAVE YOU returned materials you borrowed to the Team Folder? Is one person on the team going to take charge of these materials?

FINISHING UP DARTE ACTION PLANS

Prepare your Action Plan in written form to distribute to other workshop participants (50 copies of each plan - ditto masters are available to write or print or type on.) *Your completed plan should be brief and should include:*

- your team goals
- a brief statement of supporting rationale
- identification of the programs your team plans to develop and implement in your school system or your organization. Each should be briefly described.
- some target dates you hope to have programs operating by and some of the ways you will move to get programs into operation.

Plan your oral presentation to the Mock Board of Education. Prepare to involve as many team members as possible, if not all, in the presentation. Avoid reading your written proposal. Use it as the structure you will refer to in the oral presentation.

Your team will have 15 minutes to make its presentation. Board members will have five minutes or so to ask questions or comment on your plans.

FOLLOW-UP DRUG KNOWLEDGE AND DRUG OPINION INVENTORIES - 11:30-12:00

LUNCH - Aim for 45 minutes - We're running tight this session

TEAM PRESENTATIONS OF DARTE ACTION PLANS - 1 pm

Board of Education: Dr. Demak, President
Mr. Nathan Peiss
Mr. Lee Goodney (WCISD)
Mr. Wesley Garner (PRIDE-WCISD)
Mr. Timothy Anderson (Westwood)
Dr. Dolores Paskal

Rotating Student Representatives (to be announced)

Superintendent: (to be announced)

PRESENTATIONS: *Allen Park*, *Huron*, *Riverview*, *Detroit Public Health*

WORKSHOP REACTION SHEETS

CONCLUDING COMMENTS AND THE Rites de Passage: Dr. Leonard S. Demak

See you all -- KEEP IN TOUCH!!!

CYCLE 7
5th session
Thursday, May 11, 1972

DARTE-WCISD (5/72)
1610 Kales Building
Detroit, Michigan 48226

AGENDA

DID YOU put on your name tag?
sign the attendance sheet?
have a Thought Card to post on the Feedback Board?

HAVE YOU returned materials you may have borrowed from the Team Folder? Is one person on the team going to take charge of these materials?

****

PLAN YOUR ORAL PRESENTATION TO THE MOCK BOARD OF EDUCATION. Prepare to involve as many team members as possible, if not all, in the presentation. Avoid reading your written proposal. Use it as the structure you will refer to in the oral presentation.

Your team will have 15 minutes to make its presentation. Board members will have 5 minutes or so to ask questions or comment on your plans. They will be role playing realistic roles.

9:45 - Meet back in here for session on *GAMES AND ROLE-PLAYING STRATEGIES*
Introduction - Vito Weeda and Don MacGregor
A community response - Dr. Leonard S. Demak

FOLLOW-UP DRUG KNOWLEDGE AND DRUG OPINION INVENTORIES - 11:30-12:00

LUNCH - Aim for 45 minutes - We're running tight this session

TEAM PRESENTATIONS OF DARTE ACTION PLANS - 1:00 pm

Board of Education: Dr. Demak, President — *Rotating Student Representatives (to be announced)*
Mr. Clare Ebersole (WCISD)
Mr. Lee Goodney (WCISD)
Mr. Doyle McIntosh (Trenton Pub. Sch)
Mr. Kenneth Kaminsky
Dr. Dolores Paskal — *Superintendent (to be announced)*

PRESENTATIONS: *Grosse Ile* — *Woodhaven*

WORKSHOP REACTION SHEETS

CONCLUDING COMMENTS AND The Rites de Passage: Dr. Leonard S. Demak

SEE YOU ALL ... and KEEP IN TOUCH!

CYCLE 6 DARTE-WCISD (11/71)

WORKSHOP REACTION SHEET

1. Are you a ___ student?
___ adult?

2. Are you a member of the
__ Allen Park elem. team?
__ Allen Park secon. team?
__ Huron team?
__ Riverview team?
__ Detroit Public Health team?

3. When you think back over the DARTE workshops, how useful have they been TO YOU?

__ Not worth coming __ Not useful __ Unsure __ Useful __ Very useful

4. To what extent do you have confidence that your team has the capabilities to play a leadership role in developing a drug abuse education program in your school district?

__Extremely confident __Confident __Somewhat confident __Doubtful __No way

because/if

5. What are the two or three most critical factors, approaches, or ideas that need to be included in school programs to prevent drug abuse?

_____ _____

_____ _____

6. How do you feel about the idea of joint student-faculty participation in the workshops and on the teams?

__Not valuable at all __Somewhat valuable __ Valuable __Extremely valuable

because/if

7. As you think about it, what experiences, sessions, or training techniques were the MOST useful, helpful, or stimulating?

_____ _____

_____ _____

_____ _____

8. Conversely, what experiences, sessions, or training techniques were the LEAST useful, helpful, or stimulating?

_____ _____

_____ _____

9. From your point of view, what SINGLE EXPERIENCE has been the most important for your team as a whole?

10. *ANY FURTHER COMMENTS? --- suggestions? -- POINTS FOR US TO THINK ABOUT? (use back, if necessary)*

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THANK YOU -- We'll be in touch.

DRUG ABUSE REDUCTION THROUGH EDUCATION

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

SAMPLE

Has Successfully Completed a

DARTE

Leadership Training Program in Drug Abuse Education

_____

Staff Development Consultant

_____

Date

_____

Project Director

_____

Superintendent

So the workshop has been completed: People have gone back home. Your materials have been depleted. Your psychic energy is at a level - well, where is it? You are exhilarated at some of the workshop experiences, disappointed in a few others, questioning yourself about what was accomplished and how it was done.

After you read the workshop evaluation forms and collect those in a summary (which you may want to mimeograph for later distribution) your thoughts and planning will focus more clearly on your next steps.

Following up a training program means devoting time by telephone, by letter, and in personal visits to members of the teams who participated in the workshop. It means they will call you for advice and counsel. It also means that you will call them to find out how things are going and in what ways you can be of help.

Follow-up should include a visit with the team 4 - 8 weeks after the workshop. This is <u>not</u> a session to evaluate the training or to evaluate the action plan or to evaluate the performance of the team. It should be an informal effort to identify where the team is with respect to the implementation of action plan ideas, what modifications should be made in the plan and what strategies need to be created. You will help the team continue to focus on such matters as continuity of meetings, providing for new members, replacing members who might no longer be able to serve, providing continuing leadership and any of a number of group needs that together you and the team will identify that must be handled if the team is to keep moving.

Follow-up may mean that members of teams and/or other members of the educational community will need further in-depth experiences, e.g. a values clarification clinic.

At any rate, the leadership teams training programs does not stop with the conclusion of the workshop! Plan to continue and extend your relationships with the team. They may not need a crutch, but they may really need and deserve your continued support. Your own program (and your skills) will change and grow with each such contact you have. This in-process feedback will help you modify your training efforts so that a dynamic program is improved.

ADDENDUM

This next section presents the training agendas for a more recent six day training workshop. These agendas reflect several changes in the design of DARTE's training Scenario. Continuing in-process evaluations have indicated the need for some modifications: the length of sessions and the numbers, purposes of individual, small group and total group experiences in a design which continues to emphasize participation and process. If anything, more of a focus on team growth has been planned.

Region 8 Leadership Training
Workshop
MEA Conference Center
St. Mary's Lake
1st Day
Thursday, March 1, 1973

DARTE - WCISD
1610 Kales Building
Detroit, Michigan, 48226
313/962-1332

AGENDA

DID YOU ... turn in your INFORMATION SHEET
... turn in the DRUG KNOWLEDGE INVENTORY and ANSWER SHEET (green)?
... turn in the DRUG OPINION INVENTORY and ANSWER SHEET (yellow)?
... pick up a NAME TAG .... and put it on?
... pick up a TOTE BOX to keep your materials in? (BRING MATERIALS EACH DAY)
... pick up MATERIALS for distribution?
... sign the ATTENDANCE SHEET?

XXXXXXXXX XXXXXXXXX

WELCOME: Dr. Leonard S. Demak, DARTE Project Director
Mr. Kenneth Kaminsky, DARTE Staff Development Consultant

THE DRUG ABUSE EDUCATION SCENE:

Perspectives from the State: Mr. Bob Sternberg,
Drug Education Consultant
Michigan Dept. of Education

Perspectives from the Local Scene: Dr. Keith Ward, Director
Region 8 Substance Abuse Education Program

LAW AND PUBLIC POLICY ON DRUG ABUSE: A Panel Discussion

Mr. Stuart Christian, Attorney, Grand Rapids
Trooper Philip Hogan, Michigan State Police Department,
Police Liaison Officer, Laketon Junior High Sch. (Muskegon County)
Mr. Donald Johnston, Assistant Prosecutor, Kent County

Reaction Panel (To be announced)

LUNCH - Try to be back in 50 minutes

A COMMUNICATIONS EXPERIENCE - practicing listening and helping skills

ACTION PLANNING - A Structured Process Experience - team meetings

Introductions	TASK I
Team Materials	PROCESS

DINNER -- see you back here at 7 P.M.

EVENING SESSION: STAR POWER - a simulation game that explores the distribution of power in social situations

COMING ATTRACTIONS:

The pharmacology of drugs
Desert Survival
Action Planning

See you tomorrow morning -- 9 A.M.Sharp

CARRYOVER ACTIVITIES

Begin reading your materials - including those in your TEAM FOLDER

DARTE - WCISD
1610 Kales Building (962-1332)
Detroit, Michigan 48226

Region 8 Leadership Training Workshop
MEA Conference Center - St. Mary's Lake
2nd Day
Friday, March 2, 1973

AGENDA

DID YOU . . . . put on a NAME TAG?
sign the ATTENDANCE SHEET?
pick up MATERIALS for distribution?

HAVE YOU . . . . had a chance to look through the TEAM FOLDER? Each team has a large folder of supplementary materials. Become familiar with these materials -- borrow them to read and study.

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ANNOUNCEMENTS - COMMENTS - ODDS AND ENDS

Decision-Making Strategies: THE DESERT SURVIVAL GAME:

Bob Sternberg, Michigan Department of Education

THE GROUP OBSERVATION PROCESS: a brief description

THE PHARMACOLOGY OF DRUGS: Mr. James Mathews, Pharmacist, Mathews Pharmacy, Grand Rapids

LUNCH - - We'll try to meet back here within an hour.

ACTION PLANNING - - team meetings

finishing up Task I:

TASK II: PROCESS:

2:45 - Let's meet back here together for a short evaluation and discussion session.

THOUGHT-FEEL CARD FEEDBACK - Take a thought-feel card (a 4x6" file card), and take a minute to write down any thoughts, ideas, comments, or suggestions you might want to share with us on one side of the card. On the other side of the card, write down (or draw) some feelings you would care to share. NO NAMES, please.

We'll summarize them and have them back to you before next week.

(over)

See you next Wednesday, March 7th, in Grand Rapids!

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COMING ATTRACTIONS

Life Style Analysis Inventory
Values Clarification
Action Planning

CARRYOVER ACTIVITIES

Read Allan Cohen's article on the Alternatives Model. Copies are available in your TEAM FOLDER. Share them!

Will you have a chance to get together with the team (or team members) during the week?

Region 8 Leadership Training
Workshop
Grand Rapids
3rd Day
Wednesday, March 7, 1973

DARTE - WCISD
1610 Kales Building
Detroit, Michigan 48226
(313) 962-1332

AGENDA

DID YOU . . . . pick up your NAME TAG?
pick up MATERIALS for distribution?

HAVE YOU . . . . borrowed MATERIALS from the TEAM FOLDER to read and study?
read through the other MATERIALS?

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GROUP SHARING: What's happened during the last week? Who'd you talk with? What have you thought about?

LIFE STYLE ANALYSIS INVENTORY: A process of exploring various life styles
Bob Sternberg, Michigan Department of Education

LUNCH - Let's meet back here at 1 P.M.

VALUES CLARIFICATION: Demonstration - discussion - doing

Values Questions	Values Voting	Values Continuum
Sharing Trios	Bank Ordering	I Urge Telegrams
Like List	Values Journal	Values Sheets
I Learned Statements	Either/Or	

8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8

COMING ATTRACTIONS

Colonization of Aquarius
Action Planning

CARRYOVER ACTIVITIES

Can you think of or devise some values clarification strategies with your team?

Region 8 Leadership Training
Workshop
Grand Rapids
4th Day
Thursday, March 8, 1973

DARTE - WCISD
1610 Kales Building
Detroit, Michigan 48226
(313) 962-1332

AGENDA

DID YOU . . . . put on a NAME TAG?
. . . . sign the ATTENDANCE SHEET?

HAVE YOU . . . . returned MATERIALS you may have borrowed from the TEAM FOLDER?

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COMMENTS - ODDS AND ENDS

THE COLONIZATION OF AQUARIUS: A group decision-making simulation

TEAM MEETINGS FOR ACTION PLANNING: Where are we now?

TASK III: Brainstorm list of alternative programs that respond to the problem areas you have identified and probed.

PROCESS: Brainstorming
listening and helping behaviors
involvement of all team members

(Are you - as a team - practicing these?)

LUNCH: We'll begin again in an hour!

ACTION PLANNING III (Continued)

COMMUNITY AT THE CROSSROADS: a drug education simulation

See you next Wednesday, March 14!

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COMING ATTRACTIONS

Alternatives to drugs
Action Planning
Student Service Centers

CARRYOVER ACTIVITIES

Try to meet with team members during the week.

Region 8 Leadership Training
Workshop
Grand Rapids
5th Day
Wednesday, March 14, 1973

DARTE - WCISD
1610 Kales Building
Detroit, Michigan, 48226
313/962-1332

AGENDA

DID YOU .... put on your name tag?
.... pick up materials for distribution?
.... sign the Attendance Sheet?

HAVE YOU .... read through most of the materials previously distributed?
.... borrowed materials from the Team Folder to read and study?

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COMMUNITY AT THE CROSSROADS: A drug education simulation

LUNCH: We'll re-adjourn in the State Room in 45 minutes

TEAM ACTION PLANNING:

TASK III: ?
TASK IV:
PROCESS:

3 P.M. STUDENT SERVICE CENTERS: A discussion with Mr. Dave Hall, Project TRIAD, Genessee County Intermediate School District. What are Student Service Centers? some applications, cautions, and ...

4 P.M. - 6 P.M. THE ALTERNATIVES APPROACH: Optional Activities -- PICK ONE!!

Option 1: SCIENCE OF CREATIVE INTELLIGENCE - Dave Hooper and Constance Denham, Student International Meditation Society

Option 2: HATHA YOGA - Dave Wagemaker (Plan to participate)

Option 3: MIND CONTROL - Curt Butters

6 P.M. - 8 P.M. Completion of Action Proposal - Representatives from the 5 Action Planning groups will meet with Dr. Ward to finalize Region 8's Action Plan

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COMING ATTRACTIONS

ACTION PLAN PRESENTATION
THE MODEL: What is it?

CARRYOVER ACTIVITIES

Get a good night's sleep!

Region 8 Leadership Training
Workshop
Grand Rapids
6th Day
Thursday, March 15, 1973

DARTE - WCISD
1610 Kales Building
Detroit, Michigan, 48226
313/962-1332

AGENDA

DID YOU .... put on your name tag?
.... sign the Attendance Sheet?

HAVE YOU .... returned materials you may have borrowed from the Team Folder? Is one person in your group going to take charge of these materials?

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PLAN YOUR ORAL PRESENTATION TO THE MOCK ADVISORY BOARD.
Prepare to participate in the presentation; either by actually presenting the Action Plan, answering questions about it, or entering into a discussion of it. Try to include everyone in some fashion. Avoid reading the written proposal (everyone should have a copy).

The team will have 20 minutes to make its presentation. Board members will have 5 minutes or so to ask questions or comment on your plans. They will be role playing realistic roles (roles you may have to confront at some point as a team).

11 A.M. Meet back here for
FOLLOW-UP DRUG KNOWLEDGE and DRUG OPINION INVENTORIES

LUNCH - One hour today!

12:30 REGION 8 PRESENTATION OF ITS ACTION PLAN
Advisory Board: Leonard S. Demak, Chairman
Mary Johnson, School Board Member (ex-officio), Lakewood Public Schools
William Eckstrom, Superintendent, Lakewood Public Schools
Charles Blackman, Assistant to the Dean for Continuing Education, College of Education, Michigan State University
Dave Hall, Project TRIAD, Genessee County Intermediate School District
William Seiter, Superintendent, Montcalm Intermediate School District
William Sexton, Superintendent, Allegan County Intermediate School District
Bruce Blanchard, Superintendent, Ionia County Intermediate School District
Roger Troupe, Superintendent, Ottowa County Intermediate School District
Gerald Adler, Assistant Superintendent for General Education, Kent County Intermediate School District
Bob Sternberg, Drug Education Consultant, Michigan Department of Education
Kenneth Kaminsky, Staff Development Consultant, DARTE

(over)

WHAT ARE THE NEXT STEPS? A summary session

WORKSHOP REACTION SHEETS

CONCLUDING COMMENTS and The Rites de Passage: Dr. Leonard S. Demak

SEE YOU ALL ... KEEP IN TOUCH!!!